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ABSTRACT

This is a summary of detailed planning documents for achieving 8 of the 11 1975 objectives adopted by the South Carolina State board of education in 1970. Separate sections discuss plans for reducing the number of school dropouts, reducing the number of first grade failures, implementing a Statewide kindergarten system, improving students' basic verbal and quantitative skills, providing adequate occupational training opportunities, increasing the number of high school graduates entering postsecondary education programs, providing adequate educational programs for handicapped students, and increasing adult enrollment in basic and secondary education programs. Each section describes planned steps toward one of the major objectives on a year-by-year basis from 1971-72 through 1975-76. (JG)

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FIVE-YEAR PLANS

FOR MEETING EIGHT MAJOR OBJECTIVES FOR

SOUTH CAROLINA PUBLIC SCHOOLS

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EA 006 658

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FOREWORD

This publication is a summary of the detailed planning documents which chart the course of South Carolina public education in attaining eight of the eleven "1975 Objectives for South Carolina Schools" adopted by the State Board of Education.

South Carolina is one of the leading states in defining educational objectives in measurable terms, and developing detailed plans for reaching these objectives. The approval of these plans by the State Board of Education has ushered in a new era in educational planning and performance at the State level.

When the program activities of these plans are wholeheartedly and vigorously enacted within the classrooms of our school districts, they will yield forceful and enduring impact on the continuing growth and progress of our public education enterprise.

--Cyril B. Busbee
State Superintendent of Education
1971

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1975

Objectives for South Carolina Public Schools

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A Five Year Plan

To Reduce the Number of Dropouts in the South Carolina Public Schools

1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE:	To reduce the number of dropouts by at least 50 percent by 1975.

INTRODUCTION

The social, economic, and technological growth of South Carolina is inextricably related to the education of its citizenry. Throughout American history, education has been perceived as a requisite of our democracy.

Moody's Investors Service, Incorporated, in the study, "Opportunity and Growth in South Carolina 1968-1985," stated:

> Every boy or girl who drops out of school represents a significant financial drain on the resources of South Carolina. Dropping out before graduation, the youth generally is unable to get a good job, make a good income and pay a substantial tax. Instead, it is likely that he will for extended periods add to the state's welfare burden. Yet the state has already made a substantial investment in his education; it has, for instance, by the time the youth has completed ninth grade, spent 70 percent of the money it was prepared to spend over his entire elementary-secondary career. In effect this becomes, in part, wasted money, since the youth with a ninth grade education is unable to compete in the skilled job market that is developing. Retaining youths in school becomes, then, both a safeguarding of past investment and a pledge of future income for the state.[1]

Reflecting the findings of this study, the South Carolina State Board of Education included the objective, "To reduce the number of dropouts at least 50 percent by 1975," as one of eleven which were adopted on May 8, 1970, for specific statewide thrusts for 1975. A task force planning committee was appointed to recommend program activities to achieve the objective, and this document contains the recommendations of that committee.

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[1]Moody's Investors Service, Inc., Opportunity and Growth in South Carolina 1968-1985, (1968), p. 72.

The majority of research studies of programs designed for reducing dropouts indicate that most efforts have been directed toward changing pupil behavior without serious attention to changing school demands and teacher attitudes. Most instructional programs are designed for the nebulous "average" pupil without proper consideration for individual differences. The committee feels that it is imperative that accurate data be collected on dropouts and that the subpopulations and characteristics be identified in order to effect the necessary changes in our educational program to reduce the number of dropouts.

There is no standard definition of "dropout" in South Carolina. The National Education Association Project on School Dropouts, the U. S. Office of Education, and several other national educational organizations have cooperated in formulating a standard definition for the term "dropout" which this committee recommends for use as a standard definition in South Carolina. A dropout is "a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school."

Accurate data are not available as to numbers, subpopulations, and characteristics of dropouts. Planned activities for reducing dropouts during the 1971-1972 school year will include procedures for collecting accurate data.

Data on dropouts compiled by the State Department of Education indicate that approximately one out of every two first graders in South Carolina drop out of school before completing high school requirements for a diploma. Approximately one-third of all dropouts occur after the eighth grade. The high incidence of dropouts indicates that the traditional educational program does not meet the needs of all students. Effective changes in the educational program to reduce the number of dropouts will involve changing the institution of education itself: the system of education, teaching methodology, curriculum, teacher inservice training programs, and the role of the school administrator.

Base data for annual dropouts are derived from the first 30-day accounting period, based on 10-day enrollment, for each grade level for the 1970-1971

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school year minus the previous grade enrollment for the same period for the 1969-1970 school year and minus the approximate 10,000 students who enrolled in nonpublic schools. From this procedure, the committee found that 30,000 students drop out of public schools annually.

Indications are that approximately 13,500 pupils drop out of school in Grades 1-8 annually. The State Department of Education currently is implementing and designing programs for specific statewide thrust to reduce the number of dropouts in Grades 1-8 at least 50 percent by 1975. The task force planning committee will develop program activities designed to reduce the annual number of 16,500 dropouts in Grades 9-11 by at least 50 percent by 1975.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972:	To reduce the anticipated annual number of dropouts in Grades 9-11 from 16,500 to 14,025 by the completion of the 1971-1972 school year.

Sub-Objective No. 1:	To reduce the anticipated annual number of dropouts in Grade 9 from 5,540 to 4,709 by the completion of the 1971-1972 school year.

Sub-Objective No. 2:	To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 5,288 by the completion of the 1971-1972 school year.

Sub-Objective No. 3:	To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 4,028 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Secondary Education Section will develop a program for public and professional awareness and sensitivity to the problems of youth leaving school.

SECONDARY
ACTIVITY 1: The Office of Research will collect accurate dropout data as to numbers of dropouts by revising the 30-day Attendance Report that school districts use in reporting pupil attendance. Data as to subpopulations and characteristics of dropouts will be collected by the State Department of Education on a form. School districts will be required to submit a "South Carolina Dropout Data Form" for each dropout reported during each attendance period.

Estimated Cost: Printing and Mailing $750.00

SECONDARY ACTIVITY 2: A program will be devised to disseminate information to school administrators and directors of instruction relative to: (1) objectives and sub-objectives for reducing dropouts; (2) programs and activities approved by the State Department of Education to reduce dropouts; and (3) recommendations for identifying potential dropouts and revising the instructional programs in the secondary schools to meet diverse pupil needs. The Secondary Education Section will develop printed materials containing these items.

Estimated Cost: Printing and Mailing $1,000.00

SECONDARY ACTIVITY 3: The Public Information Office will prepare news releases to focus attention on the dropout problem and enlist support to reduce dropouts. The Public Information Office, collaborating with the South Carolina Employment Security Commission, the Secondary Education Section and other agencies directly concerned with dropouts, will develop radio and television spot announcements designed to reduce dropouts. The Office of Public Information, working through local information specialists, will enlist the cooperation and support of local news media, parent organizations, civic and professional organizations, and other interested community groups in their efforts to reduce the dropout rate.

Estimated Cost:

Committee Expenses	$ 300.00
Postage	200.00
Tape Production	4,000.00
	$4,500.00

SECONDARY ACTIVITY 4: The dropout problem is a societal one not restricted to the school for its resolution. Efforts to reduce dropouts must have the active support of civic-minded citizens in each of the local school districts. The Junior Chamber of Commerce is an altruistic club of community

leaders. The cooperation and support of Junior Chamber of Commerce chapters throughout the State will be requested to assist local school administrators in their efforts to develop dropout prevention programs.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The Secondary Education Section will promote the development of programs to reduce dropouts at the local level.

SECONDARY ACTIVITY 1: The Elementary and Secondary Education Act, Title I, provides funds for the development of special programs to aid educationally deprived children. The State Board of Education will designate that school districts give priority to the development of dropout prevention programs in requesting approval of Title I federal funds.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 2: Local Title I coordinators will need criteria and guidelines to be followed in developing projects to comply with the State Board of Education regulation that dropout prevention programs be given priority for approval of Title I funds. The Secondary Education Section and the Public Law 89-10 Office will develop forms for requesting information to be part of each project to indicate that dropout prevention programs are receiving priority in requesting approval for Title I funds. Each Title I project will be required to provide information relative to:

a. Number of students reading two or more grade levels below the national norm as measured by a standardized test;

b. Plans for compensatory education and extracurricular activities for dropout prone students;

c. Plans for inservice education in recognizing the primary importance of incorporating knowledge of the student self-concept into an effective educational program for teachers and paraprofessionals;

d. Plans for providing textbooks and related instructional materials to students whose families have a gross annual income of $3,000 or less;

e. Plans for providing for basic human and health needs of students whose families have a gross annual income of $3,000 or less;

f. Plans for teaching dropout prone students salable skills;

g. Plans for evaluation and follow-up activities.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 3: The Secondary Education Section will utilize the results of research and administrative experience in developing a recommended program for dropout prevention. This program will be made available to all school districts as a model for developing local dropout prevention programs. Special emphasis will be given to alternative approaches for instructing youth excluded from the normal school program because of expulsion.

Estimated Cost: Printing and Mailing $450.00

SECONDARY ACTIVITY 4: In the development of dropout prevention programs, it is anticipated that local school district officials will need consultative assistance in designing effective and relevant programs. For a program to be successful, the district superintendent must accept the program and provide leadership. The administrative staff will coordinate the program at the local level. As a resource service, the Secondary Education Section will provide consultative services and educational expertise needed for the development of a meaningful program.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 5: The Secondary Education Section in cooperation with the state attendance supervisor will plan and conduct workshops in each congressional district for attendance teachers to achieve the following:

a. Cooperatively involve the attendance teachers in implementing the five-year plan to reduce dropouts;

b. Provide information to be used in the State of South Carolina to achieve stated objectives;

c. Prepare and clearly disseminate State program objectives to be implemented on the county and district levels by attendance supervisors.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 6: The Curriculum Development Section will become intensely active in reviewing the total instructional program to determine the adequacy of instructional materials and programs available for dropout prone students. Studies will be made to determine the failure rate in various subject areas and factors responsible for student failures.

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-1973: To reduce the anticipated annual number of dropouts in Grades 9-11 from 16,500 to 11,550 by the completion of the 1972-1973 school year.

Sub-Objective No. 1: To reduce the anticipated annual number of dropouts in Grade 9 from 5,540 to 3,878 by the completion of the 1972-1973 school year.

Sub-Objective No. 2: To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 4,355 by the completion of the 1972-1973 school year.

Sub-Objective No. 3: To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 3,317 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Secondary Education Section will develop a program for public and professional awareness and sensitivity to the problems of youth leaving school.

SECONDARY
ACTIVITY 1: The Office of Research will compile a report on dropout data collected during the 1971-1972 school year. The report will provide information as to numbers, subpopulations, and characteristics of dropouts in each of the school districts.

Estimated Cost: Printing and Mailing $400.00

SECONDARY
ACTIVITY 2: The Office of Public Information will continue efforts to focus public attention and enlist support of efforts to reduce dropouts.

Estimated Cost: Spot Tapes $4,500.00

SECONDARY
ACTIVITY 3: The Secondary Education Section will sponsor regional seminars for reporting successful dropout prevention programs.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 4: The Secondary Education dropout consultant will offer consultative assistance to local school administrators for conducting meetings to enlist active support of industrial leaders in dropout prevention programs.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Secondary Education Section will promote the development of programs to reduce dropouts at the local level.

SECONDARY
ACTIVITY 1: Activities of the 1971-1972 school year will be continued.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: High school standards will be revised to require each high school to offer a minimum of one course in reading.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The Office of Instructional Television, collaborating with the Office of Teacher Education and Certification, will develop a course entitled "The Teacher's Role in Reducing Pupil Dropouts" to be televised. The State Board of Education will award three semester hours of certification credit to teachers who successfully complete the course in an approved program with a concurrent teacher.

Estimated Cost: Developing Tapes $18,000.00

THIRD YEAR ACTIVITIES

Objective for 1973-1974:	To reduce the anticipated annual number of dropouts in Grades 9-11 from 16,500 to 9,900 by the completion of the 1973-1974 school year.

Sub-Objective No. 1:	To reduce the anticipated annual number of dropouts in Grade 9 from 5,540 to 3,324 by the completion of the 1973-1974 school year.

Sub-Objective No. 2:	To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 3,733 by the completion of the 1973-1974 school year.

Sub-Objective No. 3:	To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 2,843 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Secondary Education Section will develop a program for public and professional awareness and sensitivity to the problems of youth leaving school.

SECONDARY
ACTIVITY 1: The Office of Research will compile a report on dropout data collected during the 1972-1973 school year. The report will provide information as to numbers, subpopulations, and characteristics of dropouts in each of the school districts with statistical data as to reduction or increase in the dropout rate.

Estimated Cost: Printing and Mailing $450.00

SECONDARY
ACTIVITY 2: The Office of Public Information will continue efforts to focus public attention and enlist support of efforts to reduce dropouts.

Estimated Cost: Spot Tapes $4,500.00

SECONDARY ACTIVITY 3: The Secondary Education Section in cooperation with the Office of Public Information will prepare a written report of exemplary dropout prevention programs.

Estimated Cost: Printing and Mailing $400.00

SECONDARY ACTIVITY 4: The Secondary Education dropout consultant will meet with state officers of the School Boards Association to enlist active support of efforts to reduce dropouts as a major project for all boards.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The Secondary Education Section will promote the development of programs to reduce dropouts at the local level.

SECONDARY ACTIVITY 1: Activities of the 1972-1973 school year will be continued.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 2: The Secondary Education Section will conduct regional workshops in developing meaningful dropout prevention programs for directors of instruction, principals, and guidance counselors from school districts that have not achieved the objectives for reducing dropouts.

Estimated Cost: No Additional Cost

FOURTH YEAR ACTIVITIES

Objective for 1974-1975: To reduce the anticipated annual number of dropouts in Grades 9-11 from 16,500 to 9,075 by the completion of the 1974-1975 school year.

Sub-Objective No. 1: To reduce the anticipated annual number of dropouts in Grade 9 from 5,540 to 3,047 by the completion of the 1974-1975 school year.

Sub-Objective No. 2: To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 3,422 by the completion of the 1974-1975 school year.

Sub-Objective No. 3: To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 2,606 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Secondary Education Section will develop a program for public and professional awareness and sensitivity to the problems of youth leaving school.

SECONDARY
ACTIVITY 1: Activities 1 and 2 of the 1973-1974 school year will be continued.

Estimated Cost: Printing and Mailing $ 450.00
Spot Tapes 4,500.00
$4,950.00

SECONDARY
ACTIVITY 2: The Secondary Education Section in cooperation with the Office of Public Information will prepare a progress report on efforts to reduce dropouts.

Estimated Cost: Printing and Mailing $400.00

SECONDARY
ACTIVITY 3: The Secondary Education dropout consultant will meet with state officers of the Parent-Teacher Association to enlist active support of efforts to reduce dropouts as a major project for all chapters.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Secondary Education Section will promote the development of programs to reduce dropouts at the local level.

SECONDARY
ACTIVITY 1: Activities of the 1973-1974 school year will be continued.

Estimated Cost: No Additional Cost

FIFTH YEAR ACTIVITIES

Objective for 1975-1976: To reduce the anticipated annual number of dropouts in Grades 9-11 from 16,500 to 8,250 by the completion of the 1975-1976 school year.

Sub-Objective No. 1: To reduce the anticipated annual number of dropouts in Grade 9 from 5,540 to 2,770 by the completion of the 1975-1976 school year.

Sub-Objective No. 2: To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 3,111 by the completion of the 1975-1976 school year.

Sub-Objective No. 3: To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 2,369 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Secondary Education Section will develop a program for public and professional awareness and sensitivity to the problems of youth leaving school.

SECONDARY
ACTIVITY 1: Activities of the 1974-1975 school year will continue.

Estimated Cost:

Printing and Mailing	$ 450.00
Spot Tapes	$4,500.00
	$4,950.00

SECONDARY
ACTIVITY 2: The Secondary Education dropout consultant will meet with state officers of the South Carolina Education Association to enlist active support of efforts to reduce dropouts as a major project for all county associations.

Estimated Cost: No Additional Cost

PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS AND RECOMMENDATIONS

1. Data from existing sources will be utilized for this first evaluation.
2. Both mortality and out-migration of children contribute significantly to the

reduction of students enrolled in schools as reported by current data. For the purpose of this evaluation the following shall serve as the standard definition for school dropouts in South Carolina. A dropout is "a pupil who leaves school, for any reason, except death, before graduation or completion of a program of studies and without transferring to another school."

STATUS (BASE LINE INFORMATION)

"Base line data" for this five-year plan was obtained by finding the statewide enrollment, as shown by the 10-day enrollment of the first 30-day accounting period, for the next lowest grade of the previous year, and the enrollment at the grade level of interest in the current school year. From this difference, an adjustment is made reflecting enrollment growth at the next lower grade level in the state's private schools.

CRITERIA

1. The criterion objective for 1972 reduced the number of dropouts to 30,000.
2. The number of dropouts will be ascertained from the revised 30-Day Attendance Report which will show the number of pupils identified as dropouts by each school district.
3. The population of interest will be those for whom objectives were established -- all ninth, tenth, and eleventh grade students in the public schools of South Carolina.
4. On November 15, 1971, 10-day enrollments of the first 30-day report of the respective school years will be available in the Office of Research. The private school report on enrollment in the 1971-1972 school year will be available by July 15, 1972.

STRATEGY (PROCEDURES FOR GENERATING NEW STATUS)

The number of dropouts will be identified through a summation of the revised 30-Day Attendance Reports. This activity will be completed by July 1, 1972.

DISCREPANCY (DIFFERENCE BETWEEN OBJECTIVE AND NEW STATUS)

The discrepancy as obtained from a difference in the actual dropout rate (new status) and the criteria (projected goal) will be placed into the following format:

RESTATEMENT OF OBJECTIVES

Sub-Objective No. 1: To reduce the anticipated annual number of dropouts in Grade 9 from 5,440 to 4,709 by the completion of the 1971-1972 school year.

1970-71 Dropout Rate (Old Status)	1970-71 Dropout Goal (Criteria)	1971-72 Dropout Rate (New Status)	Discrepancy (Criteria-New Status)
5,440	4,709	_____	_____

Sub-Objective No. 2: To reduce the anticipated annual number of dropouts in Grade 10 from 6,221 to 5,288 by the completion of the 1971-1972 school year.

1970-71 Dropout Rate (Old Status)	1970-71 Dropout Goal (Criteria)	1971-72 Dropout Rate (New Status)	Discrepancy (Criteria-New Status)
6,221	5,288	_____	_____

Sub-Objective No. 3: To reduce the anticipated annual number of dropouts in Grade 11 from 4,739 to 4,028 by the completion of the 1971-1972 school year.

1970-71 Dropout Rate (Old Status)	1970-71 Dropout Goal (Criteria)	1971-72 Dropout Rate (New Status)	Discrepancy (Criteria-New Status)
4,739	4,028	_____	_____

ADDENDUM

A midyear determination of the dropout rate will be conducted using data from the revised 30-Day Attendance Reports. This evaluation will be completed by February 1, 1972.

1975

Objectives for South Carolina Public Schools

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A Five Year Plan

To Reduce the Number of First Grade Failures in the South Carolina Public Schools

1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE: To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975.

INTRODUCTION

Today, more than ever in the history of society, effective education must be a life long process for every individual. The ever-increasing demands of our technological society and the state of constant change in which we live necessitate continuous learning. Our goal is to produce individuals capable of learning and adapting to new situations. It should no longer be the major goal of education to impart facts and information, but rather to develop the ability to think, to solve problems, and live harmoniously together.

In order for the educational system to produce this type of joyful learner, it is important to create a positive climate for learning which provides successful experiences and positive reinforcement of achievements.

Research findings related to the ways in which children learn most effectively indicate the harmful effects of retention, particularly at first grade level. Retention is usually based on failure to master specific academic subject matter within a specified time. Educational authorities (Purkey, Glasser, Anderson, Franklin, and others) contend that memorization of factual material, which quickly becomes obsolete, constitutes an ineffective approach to education. These authorities believe that a more appropriate approach is to develop the affective domain of children's lives as well as the academic and psychomotor areas. Children should progress in all these areas. We should teach children, not books. In order to teach children, we must determine at what level they

are working. Evaluation is a necessary first step in developing a continuous progress program. After determining the instructional level of each child, programs must be developed to allow continuous learning without regard to chronological age or grade placement. In view of current research and with this continuous progress philosophy in mind, failure should be eliminated.

A major thrust in reducing first grade failures is the implementation of a state-wide system of kindergarten education, which a large body of research indicates is effective in reducing first grade failures. The implementation of a state-wide effort to reduce first grade failures will depend upon a great deal of understanding on the part of parents, teachers and administrators.

The spiraling cost of education, considered with the increasing public demand for education agencies to be accountable for their decisions, makes a strong case for evaluating the present retention rate of pupils in South Carolina.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972:	To reduce the percentage of students repeating the first grade from 15% to 12% by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Elementary Section, with appropriate consultant help, will develop a planning guide to include:

1. Effects of retention on first grade pupils
2. Cost of retaining pupils
3. Promising practices
4. Appropriate materials for use with potential first grade failures
   a. Review of free text materials
   b. Teacher made materials
   c. Other materials, primarily of a non-book nature, which will constitute the basis for Primary Activity C
5. Methods of parent involvement

Estimated Cost: Consultant fees and expenses $250.00
Printing and Distribution $500.00
$750.00

PRIMARY
ACTIVITY B: The Elementary Section will plan and conduct a workshop for all Department personnel concerned with program development and supervision of primary programs. Following this workshop, the Office of General Education will develop an interdepartmental philosophy concerning retention of first grade pupils.

Estimated Cost: Consultant fees and expenses $750.00

PRIMARY
ACTIVITY C: The Elementary Section staff with the cooperation of the Materials Center staff will examine and evaluate available multi-sensory, multi-level learning aids appropriate for use K-3 in a continuous progress program. The Elementary Section will then develop recommended lists of the appropriate materials currently available to be disseminated to all first grade teachers and principals of their schools.

Estimated Cost: Printing and distribution $500.00

PRIMARY
ACTIVITY D: The Elementary Section will conduct a conference in August for elementary principals and directors of instruction to disseminate information as compiled through Primary Activity A (Planning Guide).

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: Two outside consultants will be engaged to develop, in cooperation with the Elementary Section and ITV, a video tape with focus on change of attitudes towards the child as a learner and continuous progress philosophy. This video tape will be presented to teachers, administrators, and parents.

Estimated Cost: 2 Consultants @ $100.00 per day for 3 days - $600.00

PRIMARY
ACTIVITY F: The Elementary Section staff will conduct twelve regional conferences in September and October for first grade teachers and aides utilizing materials developed in Primary Activity A and Primary Activity E.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Elementary Section staff, with the cooperation of the Research Office, will conduct a diagnostic survey in January - February of all school districts to determine the number and reasons for failure of first grade pupils.

Estimated Cost: Printing and mailing $350.00

PRIMARY
ACTIVITY H: The Elementary Section staff will provide technical assistance to districts with high rates of reported failures following Primary Activity G.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: During the summer of 1972, the Elementary Section staff will review problems with leaders of school districts that have a high rate of first grade failures.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY J: A committee including three classroom teachers, three parents, three principals, three district level personnel, three college representatives, and State Department personnel will be appointed by the State Superintendent of Education to study various approaches for dissemination of data to parents concerning pupil progress for first graders in a continuous progress program.

Estimated Cost: Committee Expenses $675.00

SECOND YEAR ACTIVITIES

Objective for 1972-1973:	To reduce the percentage of students repeating the first grade from 12% to 10% by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Elementary Section will develop a supplement to the planning guide to include:

1. Additional promising practices and those proven successful in the first year
2. Additional appropriate materials for use with potential first grade failures

Estimated Cost: Printing and materials $400.00

PRIMARY
ACTIVITY B: The Elementary Section will plan and conduct a workshop for all new Department personnel concerned with program development and supervision of primary programs. The workshop will concern the interdepartmental philosophy and program development as regards prevention of first grade failure.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Elementary Section staff with the cooperation of the Materials Center staff will continue to examine and evaluate available multisensory, multi-level learning aids appropriate for use K-3 in a continuous progress program. The Elementary Section will then distribute recommended lists of the appropriate materials currently available to be disseminated to all first grade teachers and principals of their schools.

Estimated Cost: Printing and mailing $200.00

PRIMARY
ACTIVITY D: The Elementary Section will conduct a conference in August for elementary principals and directors of instruction to disseminate information concerning programs which have proven effective in reducing first grade failures. One outside consultant will be involved.

Estimated Cost: Consultant fees and expenses $500.00

PRIMARY
ACTIVITY E: Two outside consultants will be engaged to develop, in cooperation with the Elementary Section and ITV, a video tape with focus on the relationship of self-concept and achievement. This video tape will be for showing to teachers, administrators, and parents.

Estimated Cost:

2 Consultants @ $75.00 per day for 3 days	$450.00
Printing and materials	$150.00
	$600.00

PRIMARY
ACTIVITY F: The Elementary Section staff will conduct twelve regional conferences in September and October for first grade teachers and aides on materials developed in Primary Activity E.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Elementary Section staff, in cooperation with the Research Office, will conduct a diagnostic survey in January - February of all school districts to determine the number and reasons for failure of 1971-1972 first grade pupils.

Estimated Cost: Printing and materials $350.00

PRIMARY
ACTIVITY H: The Elementary Section staff will provide technical assistance to districts with high rates of reported failures following Primary Activity G.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: During the summer of 1973, the Elementary Section staff will review problems with leaders of school districts that have a high rate of first grade failures.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY J: The committee (first year Activity J) will continue to study methods of dissemination of pupil progress data to parents.

Estimated Cost: Committee Expenses $675.00

THIRD YEAR ACTIVITIES

Objective for 1973-1974:	To reduce the percentage of students repeating the first grade from 10% to 8% by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Elementary Section will plan and conduct a workshop for all new Department personnel concerned with program development and supervision of primary programs. The workshop will concern the interdepartmental philosophy and program development as regards prevention of first grade failure. The activity will be conducted only if personnel changes necessitate.

Estimated Cost: Printing and mailing $300.00

PRIMARY
ACTIVITY B: The Elementary Section staff with the cooperation of the Materials Center staff will supplement the previously developed list of available multi-sensory, multi-level learning aids appropriate for use in a continuous progress program. The Elementary Section will then disseminate the supplementary lists of the appropriate materials to all first grade teachers and principals of their schools.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Elementary Section, in cooperation with the South Carolina Association of School Boards, will sponsor a conference for superintendents, local and state boards of education. The conference will pertain to the cost and effect of first grade retention. The conference will be conducted during the academic year.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: Two outside consultants will be engaged to develop, in cooperation with the Elementary Section and ITV, a video tape concerning mathematics and the young child. This video tape will be shown to teachers, administrators, and parents.

Estimated Cost:		
	2 Consultants @ $75.00 per day for 3 days	$450.00
	Printing and materials	$150.00
		$600.00

PRIMARY
ACTIVITY E: The Elementary Section staff will conduct twelve regional conferences in September and October for first grade teachers and aides on materials developed in Primary Activity D.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Elementary Section staff, in cooperation with the Research Office, will conduct a diagnostic survey in January - February of all school districts to determine the number and reasons for failure of 1972-1973 first grade pupils.

Estimated Cost: Printing and mailing $350.00

PRIMARY
ACTIVITY G: The Elementary Section staff will provide technical assistance to districts with high rates of reported failures following Primary Activity F.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY H: During the summer of 1974, the Elementary Section staff will review problems with leaders of school districts that have a high rate of first grade failures.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The previously appointed committee (first year Activity J) concerning dissemination of pupil progress data to parents will conclude their study and prepare a written report of their findings with special attention to reporting practices for first grade children. The report will be disseminated to all elementary schools in South Carolina and to all teacher training institutions within the state.

Estimated Cost:		
	Committee Expenses	$ 75.00
	Printing and mailing	$600.00
		$675.00

FOURTH YEAR ACTIVITIES

Objective for 1974-1975:	To reduce the percentage of students repeating the first grade from 8% to 6% by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Elementary Section, with appropriate consultant help, will supplement the planning guide to include:

1. Statewide progress in reducing first grade failures
2. Additional promising practices and those proven effective within the state
3. A list of programs appropriate for visitation by school personnel.

Estimated Cost: Printing and mailing $300

PRIMARY
ACTIVITY B: The Elementary Section will plan and conduct a workshop for all new Department personnel concerned with program development and supervision of primary programs. The workshop will concern the interdepartmental philosophy and program development as regards prevention of first grade failure. The activity will be conducted only if personnel changes necessitate.

Estimated Cost: Consultant fees and expenses $300

PRIMARY
ACTIVITY C: Two outside consultants will be engaged to develop, in cooperation with the Elementary Section and ITV, a video tape concerning developmental levels in learning to read. This video tape will be shown to teachers, administrators, and parents.

Estimated Cost:	2 Consultants @ $75.00 per day for 3 days	$450.00
	Printing and materials	$150.00
		$600.00

PRIMARY
ACTIVITY D: The Elementary Section staff will conduct twelve regional conferences in September and October for first grade teachers and aides on materials developed in Primary Activity C.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Elementary Section staff, in cooperation with the Research Office, will conduct a diagnostic survey in January - February of all school districts to determine the number and reasons for failure of 1973-1974 first grade pupils.

Estimated Cost: Printing and materials $350.00

PRIMARY
ACTIVITY F: The Elementary Section staff will provide technical assistance to districts with high rates of reported failures following Primary Activity E.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: During the summer of 1975, the Elementary Section staff will review problems with leaders of school districts that have a high rate of first grade failures.

Estimated Cost: No Additional Cost

FIFTH YEAR ACTIVITIES

Objective for 1975-1976:	To reduce the percentage of students repeating the first grade from 6% to 5% by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Elementary Section will plan and conduct a workshop for all new Department personnel concerned with program development and supervision of primary programs. The workshop will concern the interdepartmental philosophy and program development as regards prevention of first grade failure. The activity will be conducted only if personnel changes necessitate.

Estimated Cost: Consultant fees and expenses $300

PRIMARY
ACTIVITY B: Two outside consultants will be engaged to develop, in cooperation with the Elementary Section and ITV, a video tape concerning communication skills (oral language, listening and written language). This video tape will be shown to teachers, administrators, and parents.

Estimated Cost:		
	2 Consultants @ $75.00 per day for 3 days	$450.00
	Printing and materials	$150.00
		$600.00

PRIMARY
ACTIVITY C: The Elementary Section staff will conduct twelve regional conferences in September and October for first grade teachers and aides on materials developed in Primary Activity B.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Elementary Section staff, in cooperation with the Research Office, will conduct a survey in June of all school districts to determine if the major objective has been reached. A report will be prepared for submittal to the State Board of Education.

Estimated Cost: Printing and mailing $350.00

PRIMARY
ACTIVITY E: The Elementary Section staff will provide technical assistance to districts with high rates of reported failures following Primary Activity D.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: During the summer of 1976, the Elementary Section staff will review problems with leaders of school districts that have a high rate of first grade failures.

Estimated Cost: No Additional Cost

PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

DEFINITIONS AND RECOMMENDATIONS

1. Since "percentage of students retained" is directly measurable from available data while "percentage of students repeating" requires that we assume that all students who are retained will repeat the first grade, the objective is changed to refer to percentages of students retained.
2. The "percentage of students" refers to the percentage composed of the number of retained students as a proportionate part of the total enrollment of first grade students in two successive years.
3. This evaluation is based on the assumption that data on the number of students retained and the total first grade enrollment as reported in the ten-day enrollment of the sixth thirty-day enrollment report is accurate.

STATUS

1. Old status measures (bench mark data) were derived from the Annual Report of the State Superintendent of Education.
2. New data (actual failures during the 1971-72 school year) will be based on ten-day enrollment from the sixth thirty-day enrollment report.

CRITERIA

1. The number of students who are retained will be obtained from the sixth submission of the Cumulative Report of Local School Principal to County and State Superintendent.
2. This data will be available by July 15, 1972, and the report of a product evaluation will be presented to the State Department of Education by August 1, 1972.

DISCREPANCY

The discrepancy between the criteria (projected failure rate) and the new status (actual failure rate) will be determined. A determination will be made of the success or lack of success in meeting this objective by using the following format.

OBJECTIVE FOR 1971-1972

To reduce the number of first grade students retained in the 1971-1972 school year to twelve percent of the first grade students in the 1971-1972 total first grade enrollment.

Base Data Retention Percentage 1969-70	Goal Retention Percentage 1971-72	Actual 1971-72 First Grade Retention Percentage
15%	12%	_____

Discrepancy (Difference in Goal and Actual Attendance)

_____

ADDENDUM--MID-YEAR EVALUATION

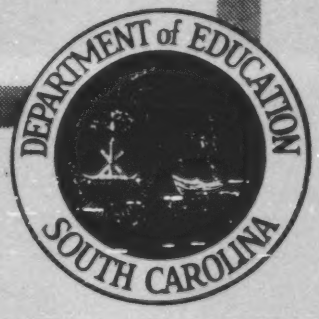
1. A study will be utilized to obtain some advance evidence on the success of efforts conducted through the Committee for the Reduction of First Grade Failures. All first grade teachers from all districts will be polled to determine the number of students who are making unsatisfactory progress at the time of the survey.
2. Two statements will be utilized in this evaluation from the diagnostic survey described in the program activities. They are: 1) How many students do you have in your class who, if they do not increase their rate of learning, will be retained at the end of this year? 2) What is your total class enrollment? A check list indicating probable reasons for pupil failures will also be utilized.
3. The survey form will be constructed, distributed and results of the survey compiled by the Office of Research of the State Department of Education.
4. This sampling survey will begin January 5 and be completed by February 1, 1972.
5. A projection of year-end failures will be based on the proportionate part of total enrollment now regarded as making unsatisfactory progress and total first grade enrollment as shown in the second Cumulative Report of Local School Principal to County and State Superintendent.

1975 Objectives for South Carolina Public Schools

BEST COPY AVAILABLE

A Five Year Plan

To Implement a State System
of Kindergarten Education
in the South Carolina Public Schools



1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE: To establish a state supported program of public kindergartens available to all five year old children by 1975.

INTRODUCTION

As South Carolina moves into the 21st Century, its people will need to have experienced every educational opportunity available. Our expanding store of knowledge, mass communication, imminent population explosion, and the environmental hazards of a highly technological society indicate that our society will be vastly different from the one which we now know. It would seem to follow that today's children, who will be adults in the next century, will likely need such traits as intelligence, competence, a positive self-image, and human interaction skills necessary for adaptation to a flexible, ever-changing society.

The vital importance of learning experiences during the early years of life has long been recognized by leading educators (both nationally and in the State of South Carolina) in terms of intellectual, socio-emotional, and physical development as well as prevention of later school failure.

Research findings of outstanding educators and psychologists provide indisputable evidence that the most rapid period of growth for many developmental characteristics including intellectual potential takes place before the child reaches what is currently considered legal school entrance age. Of equal importance is the effect of environmental factors during this period of rapid growth of human characteristics. The environmental experiences of the early learning years strongly influence the growth and development of psychomotor skills and the affective qualities of children. In order for schools to

effect maximum impact on intellectual development, affective and psychomotor growth, educational experiences should be provided for all five year old children.

At the present time the following facts point to a desperate need for early childhood education in South Carolina: a fifteen percent retention rate on the first grade level, forty-nine percent dropout rate, and forty percent of our fourth grade youngsters reading two or more years below grade level.

The implementation of a statewide system of kindergarten education will be based on the expansion of the pilot project which was initiated in September, 1969. The double session program now being followed is based primarily on present economic conditions, but has proven to be satisfactory in most communities where the units are located. State funds will be based on the double session formula: one teacher's salary per 52 pupils in ADA and $22.25 per pupil in ADA.

In order to insure quality of instruction and considering such factors as availability of facilities, personnel and local funds to supplement state funds; it has been determined that a gradual phase-in of the program is most desirable.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972:	To increase the percentage of five year olds attending public school kindergarten from 7% (3,600 children) to 10.5% (5,400 children) by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: An Early Childhood Education supervisor will be assigned to assist the Office of Public Information in disseminating information concerning early childhood education to specific interest groups such as parents (local and state level Parent Teacher Associations), the South Carolina General Assembly, professional organizations, educators, civic groups, and the general public.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Board of Education and the State Superintendent of Education will continue their efforts to obtain additional state funds for the expansion of the pilot kindergarten program begun in 1969.

Estimated Cost: 30 grants to local school districts $250,000

PRIMARY
ACTIVITY C: The Early Childhood Education staff members will attend conferences and meetings where information is given to school district personnel regarding utilization of funds such as ESEA, Title I, Appalachia Child Development, and Emergency School Assistance Act Funds. Encouragement will be given to school districts to expand their kindergarten programs from sources other than state funds.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The State Board of Education will allocate 30 new kindergarten units giving priority to placing these in counties and districts that did not have state pilot units in 1970-1971.

SECONDARY
ACTIVITY 1: The Early Childhood Education Supervisors, with the aid of three outside consultants, will continue to conduct a three day pre-service workshop for all new kindergarten teachers and aides. These workshops will be held in three regions of the state between August 9 and August 20.

Estimated Cost:		
	Consultant Fees for 9 days	$900
	Conference materials	300
		$1,200

PRIMARY
ACTIVITY E: The Early Childhood Education Supervisors will meet with district level early childhood education coordinators and others concerning the establishment and operation of the new kindergarten units. They will continue to monitor the program activities during the school year to insure success.

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-1973:	To increase the percentage of five year olds attending public school kindergarten from 10.5% (5,400 children) to 24.5% (12,800 children) by the completion of the 1972-73 school year.

PRIMARY ACTIVITY A: An Early Childhood Education supervisor will be assigned to assist the Office of Public Information in disseminating information concerning early childhood education to specific interest groups such as parents (local and state level Parent Teacher Associations), the South Carolina General Assembly, professional organizations, educators, civic groups, and the general public.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The State Board of Education and the State Superintendent of Education will continue their efforts to obtain additional state funds for the expansion of the pilot kindergarten program begun in 1969.

Estimated Cost: 140 grants to local school districts $1,000,000

PRIMARY ACTIVITY C: The Early Childhood Education staff members will attend conferences and meetings where information is given to school district personnel regarding utilization of funds such as ESEA, Title I, Appalachia Child Development, and Emergency School Assistance Act Funds. Encouragement will be given to school districts to expand their kindergarten programs from sources other than state funds.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The State Board of Education will allocate 140 new kindergarten units giving priority to placing these in counties and districts that did not have state pilot units in 1971-1972.

SECONDARY
ACTIVITY 1: The Early Childhood Education Supervisors, with the aid of three outside consultants, will continue to conduct a three day pre-service workshop for all new kindergarten teachers and aides. These workshops will be held in three regions of the state between August 9 and August 20.

Estimated Cost:		
	Consultant Fees for 9 days	$900
	Conference materials	300
		$1,200

PRIMARY
ACTIVITY E: The Early Childhood Education Supervisors will meet with district level early childhood education coordinators and others concerning the establishment and operation of the new kindergarten units. They will continue to monitor the program activities during the school year to insure success.

Estimated Cost: No Additional Cost

THIRD YEAR ACTIVITIES

Objective for 1973-1974;	To increase the percentage of five year olds attending public school kindergarten from 24.5% (12,800 children) to 38.5% (20,200 children) by the completion of the 1973-74 school year.

PRIMARY ACTIVITY A: An Early Childhood Education supervisor will be assigned to assist the Office of Public Information in disseminating information concerning early childhood education to specific interest groups such as parents (local and state level Parent Teacher Associations), the South Carolina General Assembly, professional organizations, educators, civic groups, and the general public.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The State Board of Education and the State Superintendent of Education will continue their efforts to obtain additional state funds for the expansion of the pilot kindergarten program begun in 1969.

Estimated Cost: 140 grants to local school districts $1,000,000

PRIMARY ACTIVITY C: The Early Childhood Education staff members will attend conferences and meetings where information is given to school district personnel regarding utilization of funds such as ESEA, Title I, Appalachia Child Development, and Emergency School Assistance Act Funds. Encouragement will be given to school districts to expand their kindergarten programs from sources other than state funds.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The State Board of Education will allocate 140 new kindergarten units giving priority to placing these in counties and districts that did not have state pilot units in 1972-1973.

SECONDARY
ACTIVITY 1: The Early Childhood Education Supervisors, with the aid of three outside consultants, will continue to conduct a three day pre-service workshop for all new kindergarten teachers and aides. These workshops will be held in three regions of the state between August 9 and August 20.

Estimated Cost:		
	Consultant Fees for 9 days	$900
	Conference materials	300
		$1,200

PRIMARY
ACTIVITY E: The Early Childhood Education Supervisors will meet with district level early childhood education coordinators and others concerning the establishment and operation of the new kindergarten units. They will continue to monitor the program activities during the school year to insure success.

Estimated Cost: No Additional Cost

FOURTH YEAR ACTIVITIES

Objective for 1974-1975:	To increase the percentage of five year olds attending public school kindergarten from 39.5% (20,200 children) to 52.5% (27,600 children) by the completion of the 1974-75 school year.

PRIMARY
ACTIVITY A: An Early Childhood Education supervisor will be assigned to assist the Office of Public Information in disseminating information concerning early childhood education to specific interest groups such as parents (local and state level Parent Teacher Associations), the South Carolina General Assembly, professional organizations, educators, civic groups, and the general public.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Board of Education and the State Superintendent of Education will continue their efforts to obtain additional state funds for the expansion of the pilot kindergarten program begun in 1969.

Estimated Cost: 140 grants to local school districts $1,000,000

PRIMARY
ACTIVITY C: The Early Childhood Education staff members will attend conferences and meetings where information is given to school district personnel regarding utilization of funds such as ESEA, Title I, Appalachia Child Development, and Emergency School Assistance Act Funds. Encouragement will be given to school districts to expand their kindergarten programs from sources other than state funds.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The State Board of Education will allocate 140 new kindergarten units giving priority to placing these in counties and districts that did not have state pilot units in 1973-1974.

SECONDARY
ACTIVITY 1: The Early Childhood Education Supervisors, with the aid of three outside consultants, will continue to conduct a three day pre-service workshop for all new kindergarten teachers and aides. These workshops will be held in three regions of the state between August 9 and August 20.

Estimated Cost:		
	Consultant Fees for 9 days	$900
	Conference materials	300
		$1,200

PRIMARY
ACTIVITY E: The Early Childhood Education Supervisors will meet with district level early childhood education coordinators and others concerning the establishment and operation of the new kindergarten units. They will continue to monitor the program activities during the school year to insure success.

Estimated Cost: No Additional Cost

FIFTH YEAR ACTIVITIES

Objective for 1975-1976:	To increase the percentage of five year olds attending public school kindergarten from 52.5% (27,600 children) to 75% (39,669 children) by the completion of the 1975-76 school year.

PRIMARY ACTIVITY A: An Early Childhood Education supervisor will be assigned to assist the Office of Public Information in disseminating information concerning early childhood education to specific interest groups such as parents (local and state level Parent Teacher Associations), the South Carolina General Assembly, professional organizations, educators, civic groups, and the general public.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The State Board of Education will request of the General Assembly that enabling legislation be passed to incorporate the kindergarten program into the existing state system of public education. The present laws pertaining to the entrance age of children, state aid teachers' salaries, state aid for Buildings, Maintenance and Operation Fund, Supervision and Overhead Fund, Non-Teaching Principals, Supervisors, and Special Teachers Fund, the free textbook appropriation, and the practice teaching program will require modification to include kindergarten classes. Laws pertaining to transportation may also be included if changes are necessary. In addition, new legislation will be requested to require immunizations prior to kindergarten entrance.

Estimated Cost: State aid $1,600,000

PRIMARY
ACTIVITY C: The State Board of Education will require that school districts provide sufficient kindergarten classes to enroll all eligible five year olds who choose to attend public schools.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Early Childhood Education Supervisors, with the aid of three outside consultants, will continue to conduct a three day pre-service workshop for all new kindergarten teachers and aides. These workshops will be held in three regions of the state between August 9 and August 20.

Estimated Cost:		
	Consultant Fees for 9 days	$900
	Conference materials	300
		$1,200

PRIMARY
ACTIVITY D: The Early Childhood Education Supervisors will meet with district level early childhood education coordinators and others concerning the establishment and operation of the new kindergarten units. They will continue to monitor the program activities during the school year to insure success.

Estimated Cost: No Additional Cost

PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS AND RECOMMENDATIONS

1. One source of information used by the Kindergarten Planning Committee was The Moody Report (Opportunity and Growth in South Carolina 1968-1985). The basis for data, an expected attendance rate in kindergarten programs, cited in this text is not given.
2. The projected enrollment is based upon the percentage of live births from an appropriate previous year.
3. "Kindergarten" is defined as an educational program operated by a local educational agency specifically for children one year prior to entry into grade one.
4. The State Department of Education has clearly stipulated minimum standards for kindergartens.
5. There may be two major sources of inaccuracies in reported data of this type. One of these inaccuracies may be that certain kindergartens do not meet minimum standards as established by the State Department of Education. The second is that numbers of students which are reported in attendance may not be correct.
6. The Cumulative Report of Local School Principal to County and State Superintendent will be modified to provide the number of students in all public school kindergarten programs in South Carolina.

STATUS

The status will be obtained through a summation of data from the 180-Day Report and summer school report.

CRITERIA

The enrollment of students in kindergarten will be determined through a summation of enrollments as reported by the 10-day enrollment of the sixth 30-day reporting period of the school year 1971-1972 and from the summer session 1972. Data from the

sixth 30-day reporting period will be available in the Office of Research. At that time the compilation of kindergarten enrollment data will be provided for the analysis of each sub-objective as indicated under the "discrepancy" portion of this document.

DISCREPANCY

The discrepancy between "criteria" and "new" status will be provided in the following format.

OBJECTIVE FOR 1971-1972

To increase the percentage of five year olds attending public school kindergarten from seven percent of the live births of 1965 to 10.5 percent of the live births of 1966.

1970-71 Kindergarten Enrollment as a Percentage of 1965 Live Births	1971-72 Goal Enrollment as a Percentage of Live Births of 1966	Actual 1971-72 Enrollment as a Percentage of Live Births of 1966	Discrepancy Goal-Actual Enrollment
7%	10.5%	_____	_____

ADDENDUM - MIDYEAR EVALUATION

The third thirty-day report of the Cumulative Report of Local School Principal to County and State Superintendent will provide data on the number of students enrolled in the kindergarten program. A simple summation of this data will provide the total statewide enrollment in the kindergarten programs. This midyear evaluation will be completed by February 1, 1972. The kindergarten enrollment increase for the first half of the year will be used to project the increase for the full year.

1975 Objectives for South Carolina Public Schools

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A Five Year Plan

To Improve Basic
Verbal and Quantitative Skills
of Students Enrolled
in the South Carolina Public Schools

DEPARTMENT of EDUCATION
SOUTH CAROLINA

1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE: To measurably improve basic verbal and quantitative skills of the in-school students by 1975.

INTRODUCTION

Recently analyzed data indicate that from 19 to 25 percent more South Carolina secondary students than normally expected scored below the National 50th percentile in the critical areas of verbal and quantitative skills (Reading and Mathematics). The data also show that approximately 24 percent more than expected scored in the lowest quartile (based on National norms). This indicates that a large number of students scoring below the 50th percentile are actually concentrated in the lowest quartile.

The fourth grade testing program administered in the fall of 1970 reveals that approximately one-half of the fourth graders are functioning in verbal and quantitative skills in the lowest quartile. Of the approximately 376,000 pupils enrolled in schools designated as elementary schools (1969-70), approximately 180,000 are in the lowest quartile based on the fourth grade test sample.

In an attempt to meet the overall objective of this Task Force Committee, a five-year program of activities is being developed to vigorously attack both verbal and quantitative program problems.

The plans for the first year will be directed mainly at the lowest quartile and extended toward all those pupils below the National 50th percentile during the remainder of the five-year program.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972:	To reduce the number of students in South Carolina schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000

PRIMARY
ACTIVITY A: The State Department of Education will request the State Board of Education to designate the improvement of basic verbal and quantitative skills as primary objectives for Title I projects submitted for 1971-1972.

This activity would make possible the funding of appropriate programs and the procurement of materials for schools in which the degree of educational deprivation is greatest. Districts will be encouraged to include in Title I proposals activities designed to improve basic skills.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Curriculum Development Section of the Office of General Education, State Department of Education, will review prepared materials and programs in the areas of reading and mathematics for educationally deprived students. The review will result in an annotation describing the material and the instructional process used; the type of supervision needed to implement the program; in-service training needed for proper implementation; related or supplementary materials; a cost estimate; and a method of evaluation to determine the amount of student achievement gained while using the material.

Estimated Cost: No Additional Cost

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PRIMARY ACTIVITY C: At the series of conferences conducted by the Title I staff for district administrators and other personnel involved in the preparation of Title I projects, the agenda for each conference will include:

(a) Suggestions for establishing priorities in the use of Title I funds.
(b) A discussion of the review of materials and programs appropriate for use in improving basic verbal and quantitative skills of students. (See Primary Activity B.)
(c) A discussion of criteria on which Title I projects would be approved. (See Primary Activity D.)

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: The Office of General Education, cooperating with the Office of Public Law 89-10, would establish criteria on which the Title I projects involving basic skills improvement would be approved. This criteria would include statements concerning the following:

(a) local supervision required
(b) facilities necessary for certain activities
(c) selection of material
(d) enrollment of students
(e) evaluation of activities
(f) upgrading of teacher competencies

Proposed Title I projects would then be evaluated in terms of this criteria.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The verbal and quantitative skill areas require the assistance of the medium of instructional television to instruct students and teachers in these two areas. It is suggested by the Basic Skills Task Force Committee that the following programs be developed for this purpose.

(1) A series of demonstration lessons and discussions plus student activity films in mathematics for teachers in the elementary and middle schools.

Twenty-two teacher training films and thirty student films developed by the National Council of Teachers of Mathematics and currently distributed by the Silver Burdette Company can provide the content of this program. Five tapes will also be developed by the Instructional Television Office and the Office of General Education. The tapes will demonstrate to teachers some novel approaches for use with students who are practicing to develop control of and proficiency in skills learned.

Estimated Cost:		
	Five ITV tapes @ $1,000 each	$5,000
	Film purchases	
	Elementary Mathematics Series (Teacher and Student) (42)	$6,500
	Learning the New Mathematics Series (10)	$4,500
	TOTAL	$16,000

(2) A series of twenty weekly thirty-minute television programs based upon the teaching of reading on the secondary level. Viewers receive certification credit.

Estimated Cost:		
	Script Preparation (one course) and Production	$20,000
	Consultants, Committees, and Printing	8,000
	TOTAL	$28,000

PRIMARY ACTIVITY F: The Department of Education will encourage the Commission on Higher Education to designate as a high priority activity the allocation of monies to assist in upgrading of local district supervisory personnel in the areas of reading and mathematics.

Estimated Cost: $100,000

PRIMARY
ACTIVITY G: College credit courses in mathematics will be designed and procedures established to assure that teachers currently teaching mathematics in grades k-3 successfully complete six semester hours of mathematics and that teachers currently teaching mathematics in grades 4-8 successfully complete twelve semester hours of mathematics. This recommendation was originated by the Committee on the Undergraduate Program in Mathematics (CUPM). Regional workshops will be conducted for teachers of mathematics in grades k-12. The workshops would be set up on elementary, middle, and secondary levels and would emphasize the laboratory approach which has been effective in teaching low achievers. Principals, administrators, and secondary teachers will be encouraged to complete six hours in the area of reading, three hours in developmental reading, and three hours in reading in the content area.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY H: The reading and mathematics consultants of the Curriculum Development Section of the Office of General Education would continue to assist in the development and implementation of programs which would favorably affect the basic skill development of students in South Carolina schools. This includes such programs as:

(a) The Primary Reading Program
(b) Project SUCCEED
(c) Individualized Mathematics System (IMS)
(d) Advanced General Mathematics courses
(e) Individually Guided Education (IGE)
(f) State kindergarten program

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-1973:	To reduce the number of students in South Carolina public schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000 and affect the movement of an additional 2,000 students scoring below the National 50th percentile to the next higher quartile.

PRIMARY
ACTIVITY A: Based on an evaluation of the 1971-1972 Title I projects directed toward the improvement of basic verbal and quantitative skills, a determination will be made as to the projects which should be continued and/or implemented on a wider basis with due consideration being given to the extent the project has improved quantitative or verbal skills and the cost factor.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Department of Education will request the State Board of Education to continue the improvement of basic verbal and quantitative skills as primary objectives for Title I projects submitted for 1972-1973.

This activity would make possible the funding of appropriate programs including those which have been identified as effective and feasible. (See Primary Activity A.) Districts failing to include in Title I proposals activities designed to improve these basic skills of students would be required to justify this omission by showing that other expenditures are earmarked for these activities.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Curriculum Development Section of the Office of General

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Education, State Department of Education, will revise the list of prepared materials and programs in the areas of reading and mathematics for educationally deprived students which was prepared during the previous year. The revised list will include:

(a) The material and programs which proved successful as Title I projects in 1971-1972.
(b) Promising materials and programs which have been identified during the preceding year.

Each listing will consist of an annotation describing the material and the instructional process used; the type of supervision needed to implement the program; in-service training needed for proper implementation; related or supplementary materials; a cost estimate; and a method of evaluation to determine the amount of student achievement gained while using the material.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: At the series of conferences conducted by the Title I staff for district administrators and other personnel involved in the preparation of Title I projects, the agenda for each conference will include:

(a) A report of successful Title I projects in 1971-1972.
(b) A discussion of the revised list of materials and programs appropriate for use in improving basic verbal and quantitative skills of students. (See Primary Activity C.)
(c) A discussion of proper utilization of ETV materials developed for the improvement of basic skills during the 1971-1972 year.
(d) A discussion of criteria on which Title I projects would be approved. (See Primary Activity E.)

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Office of General Education, cooperating with the Office of Public Law 89-10, would review the criteria developed during 1971-1972 on which the Title I projects were approved and affect changes

where appropriate.

Proposed Title I projects would then be evaluated in terms of this criteria.

Estimated Cost: No Additional Cost.

PRIMARY ACTIVITY F: The verbal and quantitative skill areas require the assistance of the medium of instructional television to instruct students and teachers in these two areas. It is suggested by the Basic Skills Task Force Committee that the following program be continued for this purpose.

(1) A series of demonstration lessons and discussions plus student activity films in mathematics for teachers in the elementary and middle schools.

Twenty-two teacher training films and thirty student films developed by the National Council of Teachers of Mathematics and currently distributed by the Silver Burdette Company can provide the content of this program. Five tapes developed by the Instructional Television Office and the Office of General Education will also be continued. These tapes will demonstrate to teachers some novel approaches for use with students who are practicing to develop control of and proficiency in skills learned.

Estimated Cost: No Additional Cost

(2) A series of twenty weekly thirty-minute television programs based upon the teaching of reading on the secondary level will continue and viewers will continue to receive certification credit.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Department of Education will encourage the Commission on Higher Education to designate as a high priority activity the allocation of monies to assist in upgrading of local district supervisory personnel in the areas of reading and mathematics.

Estimated Cost: $100,000

PRIMARY
ACTIVITY H: College credit courses in mathematics will be designed and procedures established to assure that teachers currently teaching mathematics in grades k-3 successfully complete six semester hours of mathematics and that teachers currently teaching mathematics in grades 4-8 successfully complete twelve semester hours of mathematics. This recommendation was originated by the Committee on the Undergraduate Program in Mathematics (CUPM). Regional workshops will be conducted for teachers of mathematics in grades k-12. The workshops would be set up on elementary, middle, and secondary levels and would emphasize the laboratory approach which has been effective in teaching low achievers. Principals, administrators, and secondary teachers will be encouraged to complete six hours in the area of reading, three hours in developmental reading, and three hours in reading in the content area.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The reading and mathematics consultants of the Curriculum Development Section of the Office of General Education would continue to assist in the development and implementation of programs which would favorably affect the basic skill development of students in South Carolina schools. This includes such programs as:

(a) The Primary Reading Program
(b) Project SUCCEED
(c) Individualized Mathematics System (IMS)
(d) Advanced General Mathematics courses
(e) Individually Guided Education (IGE)
(f) State kindergarten program

Estimated Cost: No Additional Cost

THIRD YEAR ACTIVITIES

Objective for 1973-1974:	To reduce the number of students in South Carolina public schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000 and affect the movement of an additional 2,000 students scoring below the National 50th percentile to the next higher quartile.

PRIMARY
ACTIVITY A: Based on an evaluation of the 1972-1973 Title I projects directed toward the improvement of basic verbal and quantitative skills, a determination will be made as to the projects which should be continued and/or implemented on a wider basis with due consideration being given to the extent the project has improved quantitative or verbal skills and the cost factor.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Department of Education will request the State Board of Education to continue the improvement of basic verbal and quantitative skills as primary objectives for Title I projects submitted for 1973-1974.

This activity would make possible the funding of appropriate programs including those which have been identified as effective and feasible. (See Primary Activity A.) Districts failing to include in Title I proposals activities designed to improve these basic skills of students would be required to justify this omission by showing that other expenditures are earmarked for these activities.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Curriculum Development Section of the Office of General

Education, State Department of Education, will revise the list of prepared materials and programs in the areas of reading and mathematics for educationally deprived students which was prepared during the previous year. The revised list will include:

(a) The material and programs which proved successful as Title I projects in 1972-1973.

(b) Promising materials and programs which have been identified during the preceding year.

Each listing will consist of an annotation describing the material and the instructional process used; the type of supervision needed to implement the program; in-service training needed for proper implementation; related or supplementary materials; a cost estimate; and a method of evaluation to determine the amount of student achievement gained while using the material.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: At the series of conferences conducted by the Title I staff for district administrators and other personnel involved in the preparation of Title I projects, the agenda for each conference will include:

(a) A report of successful Title I projects in 1972-1973.
(b) A discussion of the revised list of materials and programs appropriate for use in improving basic verbal and quantitative skills of students. (See Primary Activity C.)
(c) A discussion of proper utilization of ETV materials developed for the improvement of basic skills during the 1972-1973 year.
(d) A discussion of criteria on which Title I projects would be approved. (See Primary Activity E.)

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Office of General Education, cooperating with the Office of Public Law 89-10, would review the criteria developed during 1972-1973 on which the Title I projects were approved and affect changes

where appropriate.

Proposed Title I projects would then be evaluated in terms of this criteria.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY F: The verbal and quantitative skill areas require the assistance of the medium of instructional television to instruct students and teachers in these two areas. It is suggested by the Basic Skills Task Force Committee that the following program be continued for this purpose.

(1) A series of demonstration lessons and discussions plus student activity films in mathematics for teachers in the elementary and middle schools.

Twenty-two teacher training films and thirty student films developed by the National Council of Teachers of Mathematics and currently distributed by the Silver Burdette Company can provide the content of this program. Five tapes developed by the Instructional Television Office and the Office of General Education will also be continued. These tapes will demonstrate to teachers some novel approaches for use with students who are practicing to develop control of and proficiency in skills learned.

Estimated Cost: No Additional Cost

(2) A series of twenty weekly thirty-minute television programs based upon the teaching of reading on the secondary level will continue and viewers will continue to receive certification credit.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Department of Education will encourage the Commission on Higher Education to designate as a high priority activity the allocation of monies to assist in upgrading of local district supervisory personnel in the areas of reading and mathematics.

Estimated Cost: $100,000

PRIMARY
ACTIVITY H: College credit courses in mathematics will be designed and procedures established to assure that teachers currently teaching mathematics in grades k-3 successfully complete six semester hours of mathematics and that teachers currently teaching mathematics in grades 4-8 successfully complete twelve semester hours of mathematics. This recommendation was originated by the Committee on the Undergraduate Program in Mathematics (CUPM). Regional workshops will be conducted for teachers of mathematics in grades k-12. The workshops would be set up on elementary, middle, and secondary levels and would emphasize the laboratory approach which has been effective in teaching low achievers. Principals, administrators, and secondary teachers will be encouraged to complete six hours in the area of reading, three hours in developmental reading, and three hours in reading in the content area.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The reading and mathematics consultants of the Curriculum Development Section of the Office of General Education would continue to assist in the development and implementation of programs which would favorably affect the basic skill development of students in South Carolina schools. This includes such programs as:

(a) The Primary Reading Program
(b) Project SUCCEED
(c) Individualized Mathematics System (IMS)
(d) Advanced General Mathematics courses
(e) Individually Guided Education (IGE)
(f) State kindergarten program

Estimated Cost: No Additional Cost

FOURTH YEAR ACTIVITIES

Objective for 1974-1975:	To reduce the number of students in South Carolina public schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000 and affect the movement of an additional 2,000 students scoring below the National 50th percentile to the next higher quartile.

PRIMARY
ACTIVITY A: Based on an evaluation of the 1973-1974 Title I projects directed toward the improvement of basic verbal and quantitative skills, a determination will be made as to the projects which should be continued and/or implemented on a wider basis with due consideration being given to the extent the project has improved quantitative or verbal skills and the cost factor.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Department of Education will request the State Board of Education to continue the improvement of basic verbal and quantitative skills as primary objectives for Title I projects submitted for 1974-1975.

This activity would make possible the funding of appropriate programs including those which have been identified as effective and feasible. (See Primary Activity A.) Districts failing to include in Title I proposals activities designed to improve these basic skills of students would be required to justify this omission by showing that other expenditures are earmarked for these activities.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Curriculum Development Section of the Office of General

Education, State Department of Education, will revise the list of prepared materials and programs in the areas of reading and mathematics for educationally deprived students which was prepared during the previous year. The revised list will include:

(a) The material and programs which proved successful as Title I projects in 1973-1974.

(b) Promising materials and programs which have been identified during the preceding year.

Each listing will consist of an annotation describing the material and the instructional process used; the type of supervision needed to implement the program; in-service training needed for proper implementation; related or supplementary materials; a cost estimate; and a method of evaluation to determine the amount of student achievement gained while using the material.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: At the series of conferences conducted by the Title I staff for district administrators and other personnel involved in the preparation of Title I projects, the agenda for each conference will include:

(a) A report of successful Title I projects in 1973-1974.
(b) A discussion of the revised list of materials and programs appropriate for use in improving basic verbal and quantitative skills of students. (See Primary Activity C.)
(c) A discussion of proper utilization of ETV materials developed for the improvement of basic skills during the 1973-1974 year.
(d) A discussion of criteria on which Title I projects would be approved. (See Primary Activity E.)

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Office of General Education, cooperating with the Office of Public Law 89-10, would review the criteria developed during 1973-1974 on which the Title I projects were approved and affect changes

where appropriate.

Proposed Title I projects would then be evaluated in terms of this criteria.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY F: The verbal and quantitative skill areas require the assistance of the medium of instructional television to instruct students and teachers in these two areas. It is suggested by the Basic Skills Task Force Committee that the following program be continued for this purpose.

(1) A series of demonstration lessons and discussions plus student activity films in mathematics for teachers in the elementary and middle schools.

Twenty-two teacher training films and thirty student films developed by the National Council of Teachers of Mathematics and currently distributed by the Silver Burdette Company can provide the content of this program. Five tapes developed by the Instructional Television Office and the Office of General Education will also be continued. These tapes will demonstrate to teachers some novel approaches for use with students who are practicing to develop control of and proficiency in skills learned.

Estimated Cost: No Additional Cost

(2) A series of twenty weekly thirty-minute television programs based upon the teaching of reading on the secondary level will continue and viewers will continue to receive certification credit.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Department of Education will encourage the Commission on Higher Education to designate as a high priority activity the allocation of monies to assist in upgrading of local district supervisory personnel in the areas of reading and mathematics.

Estimated Cost: $100,000

PRIMARY
ACTIVITY H: College credit courses in mathematics will be designed and procedures established to assure that teachers currently teaching mathematics in grades k-3 successfully complete six semester hours of mathematics and that teachers currently teaching mathematics in grades 4-8 successfully complete twelve semester hours of mathematics. This recommendation was originated by the Committee on the Undergraduate Program in Mathematics (CUPM). Regional workshops will be conducted for teachers of mathematics in grades k-12. The workshops would be set up on elementary, middle, and secondary levels and would emphasize the laboratory approach which has been effective in teaching low achievers. Principals, administrators, and secondary teachers will be encouraged to complete six hours in the area of reading, three hours in developmental reading, and three hours in reading in the content area.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The reading and mathematics consultants of the Curriculum Development Section of the Office of General Education would continue to assist in the development and implementation of programs which would favorably affect the basic skill development of students in South Carolina schools. This includes such programs as:

(a) The Primary Reading Program
(b) Project SUCCEED
(c) Individualized Mathematics System (IMS)
(d) Advanced General Mathematics courses
(e) Individually Guided Education (IGE)
(f) State kindergarten program

Estimated Cost: No Additional Cost

FIFTH YEAR ACTIVITIES

Objective for 1975-1976:	To reduce the number of students in South Carolina public schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000 and affect the movement of an additional 2,000 students scoring below the National 50th percentile to the next higher quartile.

PRIMARY
ACTIVITY A: Based on an evaluation of the 1974-1975 Title I projects directed toward the improvement of basic verbal and quantitative skills, a determination will be made as to the projects which should be continued and/or implemented on a wider basis with due consideration being given to the extent the project has improved quantitative or verbal skills and the cost factor.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The State Department of Education will request the State Board of Education to continue the improvement of basic verbal and quantitative skills as primary objectives for Title I projects submitted for 1975-1976.

This activity would make possible the funding of appropriate programs including those which have been identified as effective and feasible. (See Primary Activity A.) Districts failing to include in Title I proposals activities designed to improve these basic skills of students would be required to justify this omission by showing that other expenditures are earmarked for these activities.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Curriculum Development Section of the Office of General

Education, State Department of Education, will revise the list of prepared materials and programs in the areas of reading and mathematics for educationally deprived students which was prepared during the previous year. The revised list will include:

(a) The material and programs which proved successful as Title I projects in 1974-1975.

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Each listing will consist of an annotation describing the material and the instructional process used; the type of supervision needed to implement the program; in-service training needed for proper implementation; related or supplementary materials; a cost estimate; and a method of evaluation to determine the amount of student achievement gained while using the material.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: At the series of conferences conducted by the Title I staff for district administrators and other personnel involved in the preparation of Title I projects, the agenda for each conference will include:

(a) A report of successful Title I projects in 1974-1975.
(b) A discussion of the revised list of materials and programs appropriate for use in improving basic verbal and quantitative skills of students. (See Primary Activity C.)
(c) A discussion of proper utilization of ETV materials developed for the improvement of basic skills during the 1974-1975 year.
(d) A discussion of criteria on which Title I projects would be approved. (See Primary Activity E.)

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Office of General Education, cooperating with the Office of Public Law 89-10, would review the criteria developed during 1974-1975 on which the Title I projects were approved and affect changes

where appropriate.

Proposed Title I projects would then be evaluated in terms of this criteria.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY F: The verbal and quantitative skill areas require the assistance of the medium of instructional television to instruct students and teachers in these two areas. It is suggested by the Basic Skills Task Force Committee that the following program be continued for this purpose.

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Estimated Cost: No Additional Cost

(2) A series of twenty weekly thrity-minute television programs based upon the teaching of reading on the secondary level will continue and viewers will continue to receive certification credit.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Department of Education will encourage the Commission on Higher Education to designate as a high priority activity the allocation of monies to assist in upgrading of local district supervisory personnel in the areas of reading and mathematics.

Estimated Cost: $100,000

PRIMARY
ACTIVITY H: College credit courses in mathematics will be designed and procedures established to assure that teachers currently teaching mathematics in grades k-3 successfully complete six semester hours of mathematics and that teachers currently teaching mathematics in grades 4-8 successfully complete twelve semester hours of mathematics. This recommendation was originated by the Committee on the Undergraduate Program in Mathematics (CUPM). Regional workshops will be conducted for teachers of mathematics in grades k-12. The workshops would be set up on elementary, middle, and secondary levels and would emphasize the laboratory approach which has been effective in teaching low achievers. Principals, administrators, and secondary teachers will be encouraged to complete six hours in the area of reading, three hours in developmental reading, and three hours in reading in the content area.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The reading and mathematics consultants of the Curriculum Development Section of the Office of General Education would continue to assist in the development and implementation of programs which would favorably affect the basic skill development of students in South Carolina schools. This includes such programs as:

(a) The Primary Reading Program
(b) Project SUCCEED
(c) Individualized Mathematics System (IMS)
(d) Advanced General Mathematics courses
(e) Individually Guided Education (IGE)
(f) State kindergarten program

Estimated Cost: No Additional Cost

PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS AND RECOMMENDATIONS

The success of any testing program and the validity of information obtained from it reflect to a great degree the ability and dedication of persons who administer and analyze the test data. In conducting the new statewide testing program which will serve as a basis for the evaluation of this five year program, the formulation and operation of a careful plan for the training of all involved local personnel similar to that used with the "Fourth Grade Testing Program" is extremely critical.

STATUS (OLD)

1. There are two sources of information on which status data is based. The first of these is the Fourth Grade Testing Program which involved more than 44,000 fourth grade students. The second source, a sampling study conducted by the Committee on Educational Research of the University of South Carolina, involved 1,200 seniors.
2. While the second test requires an inference to be made to the population from the sample, both of these tests require that we infer to a much wider grade range from data on the fourth grade and twelfth grade.
3. The fourth grade information was obtained during the 1969-1970 school year, and the sample data from the twelfth grade was obtained during the 1968-1969 school year.

CRITERIA

Competency of elementary school children will be assessed by determining their composite score through testing instruments designed to measure both achievement and ability characteristics in verbal and quantitative skills. All fourth grade students will be tested each year through the use of both achievement and ability measuring instruments. All seventh grade students will also be tested

each year through the use of achievement measuring instruments only. A sample design for selecting students from the ninth and twelfth grades will be established and the selected students will be tested each year through the use of achievement measuring instruments. Testing instruments will be chosen to assure that comparable data is obtained through the total testing program. All tests will be administered in the fall (October) of each year.

DISCREPANCY

The discrepancy between the criteria as established in each objective and the new status (performance at the termination of the 1971-1972 school years measured in October 1972) will be presented in the following format and deviations of the new status from the criteria will be expressed in terms of percentage difference. The data is based on the Fourth Grade Testing Program and a sample of twelfth grade students (using the Iowa Test of Educational Development). Projections are based on the 180-Day Report of the 1969-1970 school year. Since the school population is expected to decline, a "birth factor" composed of the ratio of births in 1952 through 1963 to the births in 1954 through 1965 was utilized. From this projection, 182,142 students would score in the lowest quartile if there is no overall improvement. A final report which shows statewide population will be completed by February 1, 1973.

OBJECTIVE: To reduce the number of students in South Carolina schools scoring in the lowest quartile in basic verbal and quantitative skills by 4,000.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)

ADDENDUM-MIDYEAR EVALUATION

A major assessment of the ability and achievement levels possessed by students in the fourth, seventh, ninth, and twelfth grades in verbal and quantative skills will be completed by February 1, 1972. In October, 1971, all fourth and seventh grade students and a sample of students drawn from the ninth and twelfth grades will be tested to measure ability and achievement levels, as described earlier in this evaluation design. Comparisons of the performance of these students with norming samples will be presented to the State Department of Education on February 1, 1972. Skills, as enumerated in the Objectives, will be defined in terms of test subpo.tions as they are defined in the main body of this evaluation design.

1975 Objectives for South Carolina Public Schools

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A Five Year Plan

To Provide Adequate
Occupational Training Opportunities
for Students Enrolled
in the South Carolina Public Schools

1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE:	To provide an adequate occupational training program for 100% of the secondary school students who choose it by 1975.

INTRODUCTION

The Occupational Training Planning Committee, in attempting to develop measurable objectives to meet the State Board of Education adopted goal .... To provide an adequate occupational training program for 100% of the secondary school students who choose it by 1975 .... was faced with several alternative directions. After much deliberation, it was decided by committee members that objectives should be based on projected pupil enrollment and projected job opportunities in South Carolina.

The Office of Research provided the planning committee with projected enrollments at the secondary level for the year 1975-1976. These enrollments were: 9th grade - 59,088; 10th grade - 52,193; 11th grade - 45,090; 12th grade - 38,653 for a total enrollment of 195,024. A second step in developing objectives centered around a determination of the number of students who would choose to enroll in vocational education programs. Several levels of participation could have been selected, including the often quoted figure of 85% of total enrollment. However, the committee chose a 60% participation level as a reasonable figure to utilize. This level was chosen because it represents a 100% increase in the present participation level of approximately 30% and because it was anticipated that improvements in the number of students enrolling in post-secondary

education and improvements in reducing dropout levels would influence the participation in vocational education programs.

Providing adequate occupational training programs also presented a problem. The committee decided to tackle this problem by matching occupational training programs to employment opportunities. The only relevant data available to the committee which projected such statistics was Manpower --- Requirements and Resources in S. C., South Carolina Employment Security Commission, Columbia, South Carolina, July 1969. Appendix Table 2 of this document (Total Employment by Occupation in South Carolina 1960, 1968, and Projections to 1975 with Percentage Changed from 1960-1975 and 1968-1975) provided the committee with employment needs by occupation. By selecting those occupations for which training programs are or can be provided at the high school level, the committee was able to ascertain the percentage of programs which should be offered in 1975 by vocational service area such as trades and industry, agriculture, health occupations, etc.

The committee calculations were as follows:

Service Area	% Programs
Agriculture	5.22
Home Economics - Gainful	9.71
Distributive Education	15.25
Trades and Industry	41.18
Health Occupations	2.24
Office Occupations	26.40
	100.00

Using these calculations plus the 60% vocational participation statistic, the committee was able to develop the following objectives. (In making this determination, vocational education was separated into two distinct phases - grades 9-10 were classified as being pre-vocational in nature and grades 11-12 were classified as being specific skill development programs.)

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

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Objective for 1971-1972:	To increase the number of pupils enrolled in pre-vocational and occupational education programs from 43,000 to 54,405 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: Construct three new area vocational education centers.

In 1964-1965 the area vocational education center building program began. Presently there are 24 centers in operation with five additional centers either under construction or on the drawing board. An additional 18 centers are needed to complete the network that was originally planned. Three additional centers will be constructed in 1971-1972 to house 1200 additional students in approximately 24 additional courses of instruction.

Estimated Cost: The cost for construction of the buildings is estimated at $740,000 per center and funds are currently available.

Total $2,220,000

PRIMARY
ACTIVITY B: Establish five new cooperative vocational programs.

Cooperative programs provide students an opportunity to earn as they learn, enabling students to remain in school. These programs are particularly of value for economically disadvantaged students. Cooperative programs also release schools from the responsibility of providing training facilities. These five new cooperative programs will provide training stations for 200 students.

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Estimated Cost:

Equipment	$25,000
State aid for 5 teachers	32,500
	$57,500

PRIMARY ACTIVITY C: Establish five new vocational education programs for handicapped secondary students.

Assuming that 3% of all high school students are handicapped and would elect a vocational program, vocational education programs must be designed for those individuals. These five new programs will accomodate 125 handicapped students.

Estimated Cost:

Equipment and Supplies	$117,500
State Aid for 5 teachers	32,500
	$150,000

Sub-Objective No. 1: To increase the number of pupils enrolled in pre-vocational education programs from 18,010 to 27,747 by the completion of the 1971-1972 school year.

PRIMARY ACTIVITY A: Establish 96 new full-time equivalent pre-vocational education programs.

In order to strengthen vocational education and to give the student an opportunity to select an occupational career, pre-vocational programs should be offered in grades nine and ten. In 1969-1970 there were 18,010 students enrolled in pre-vocational programs. An additional 96 programs would allow 9,600 additional students to enroll in pre-vocational programs. Leadership will be provided local school districts in designing and implementing pre-vocational education programs.

Estimated Cost: No Additional Cost

Sub-Objective No. 2: To prepare to increase the number of distributive education programs by providing a new teacher training program at the pre-service level.

PRIMARY
ACTIVITY A: Establish a teacher education program at Winthrop College for distributive education.

Estimated Cost: $20,000

Sub-Objective No. 3: To provide production agriculture programs that reflect employment opportunities for 5,091 enrollees by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: To assist selected school district in converting seven production agriculture programs into seven integrated shop programs. An integrated shop program is the best solution to providing a variety of vocational offerings for small, isolated rural high schools. An integrated shop program is a cluster of courses offered to students who choose vocational education. An example is: building construction - one semester each of plumbing, electricity, masonry, and carpentry. Since occupational opportunities in production agriculture have declined over the past years, converting production agriculture programs to integrated shop programs is consistent with job availability. In 1969-1970 there were 5,696 students enrolled in production agriculture programs. The conversion of seven programs will provide 280 integrated shop training stations in 28 instructional areas.

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-1973:	To increase the number of pupils enrolled in pre-vocational and occupational education from 54,405 to 72,606 by the completion of the 1972-1973 school year.

PRIMARY ACTIVITY A: Construct three new area vocational centers.

Three additional centers will be constructed to house 1200 additional students in approximately 24 additional courses of instruction.

Estimated Cost:

The estimated cost for construction of the buildings is $740,000 per center.

Total $2,220,000

PRIMARY ACTIVITY B: Expand two existing area vocational centers.

The expansion will provide 160 training stations in approximately four courses of instruction.

Estimated Cost:

The estimated cost for construction only is $400,000.

Total $400,000

PRIMARY ACTIVITY C: Add vocational complexes to eight existing high schools.

These vocational complexes will serve an additional 320 students in approximately 24 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per complex.

Total $1,600,000

PRIMARY
ACTIVITY D: Establish five new cooperative vocational programs. _____

These five new cooperative programs will provide training stations for 200 students.

Estimated Cost:		
	Equipment	$25,000
	State Aid for 5 teachers	32,500
		$57,500

PRIMARY
ACTIVITY E: Establish five new vocational education programs for handicapped secondary students. _____

These five new programs will accommodate 125 handicapped students.

Estimated Cost:		
	Equipment and Supplies	$117,500
	State Aid for 5 teachers	32,500
		$150,000

Sub-Objective No. 1: To increase the number of pupils enrolled in pre-vocational education programs from 27,747 to 37,484 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 96 new full-time equivalent pre-vocational education programs. _____

An additional 96 programs will allow 9,600 additional students to enroll.

Estimated Cost:		
	Equipment	$ 960,000
	State Aid for 96 teachers	468,000
		$1,428,000

Sub-Objective No. 2: To provide trades and industrial education programs that reflect employment opportunities for 14,059 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 110 new full-time equivalent trade and industrial education programs.

In order to provide for 4,448 additional enrollees, 110 new programs must be established.

Estimated Cost:		
	Equipment	$2,200,000
	State Aid for 110 teachers	539,500
		$2,739,500

Sub-Objective No. 3:	To provide distributive education programs that reflect employment opportunities for 4,608 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 40 new distributive education programs.

In order to provide for 2,042 additional students, 40 new programs must be established.

Estimated Cost:		
	Equipment	$ 200,000
	State Aid for 40 teachers	195,000
		$ 395,000

PRIMARY
ACTIVITY B: Continue the teacher education program at Winthrop College for distributive education.

Estimated Cost:

Total $20,000

Sub-Objective No. 4:	To provide health occupations programs that reflect employment opportunities for 778 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 10 new health occupations programs. _____

In order to provide for 232 additional enrollees, 10 new programs must be established.

Estimated Cost:		
	Equipment	$ 50,000
	State Aid for 10 teachers	45,500
		$ 95,500

Sub-Objective No. 5: To provide home economics-gainful programs that reflect employment opportunities for 2,362 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 28 new home economics-gainful programs. _____

In order to provide for 1,682 additional enrollees, 28 new programs must be established.

Estimated Cost:		
	Equipment	$ 280,000
	State Aid for 28 teachers	136,500
		$ 416,500

Sub-Objective No. 6: To provide office occupations programs that reflect employment opportunities for 8,848 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: Establish 30 new office occupations programs. _____

In order to provide for 2,956 additional students, 30 new programs must be established.

Estimated Cost:		
	Equipment	$ 600,000
	State Aid for 30 teachers	143,000
		$ 743,000

Sub-Objective No. 7:	To provide production agriculture programs that reflect employment opportunities for 4,467 enrollees by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: To assist selected school districts in converting seven production agriculture programs into seven integrated shop programs.

The conversion of seven programs will provide for enough enrollees in production agriculture and will provide 280 integrated shop training stations in 28 instructional areas.

Estimated Cost: No additional cost.

THIRD YEAR ACTIVITIES

Objective for 1973-1974:	To increase the number of pupils enrolled in pre-vocational and occupational education programs from 72,606 to 87,409 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Construct four new area vocational centers. _____

Four additional centers will be constructed to house 1,600 additional students in approximately 32 courses of instruction.

Estimated Cost:

The estimated cost for construction of the buildings is $740,000 per center.

Total $2,960,000

PRIMARY
ACTIVITY B: Expand two existing area vocational centers. _____

The expansion will provide 320 training stations in approximately 8 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per center.

Total $400,000

PRIMARY
ACTIVITY C: Add vocational complexes to five existing high schools. _____

These vocational complexes will serve an additional 200 students in approximately 15 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per complex.

Total $1,000,000

PRIMARY
ACTIVITY D: Establish five new cooperative vocational programs. _____

These five new cooperative programs will provide training for 200 students.

Estimated Cost:	Equipment	$ 25,000
	State Aid for 5 teachers	32,500
		$ 57,500

PRIMARY
ACTIVITY E: Establish five new vocational education programs for handicapped secondary students. _____

These five new programs will accommodate 125 handicapped students.

Estimated Cost:	Equipment and Supplies	$ 117,500
	State Aid for 5 teachers	32,500
		$ 150,000

Sub-Objective No. 1: To increase the number of pupils enrolled in pre-vocational education programs from 37,484 to 47,221 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish 96 new full-time equivalent pre-vocational education programs. _____

An additional 96 programs will allow 9,600 additional students to enroll.

Estimated Cost:	Equipment	$ 960,000
	State Aid for 96 teachers	468,000
		$1,428,000

Sub-Objective No. 2: To provide trades and industrial education programs that reflect employment opportunities for 16,283 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish 55 new full-time equivalent trade and industrial education programs. _____

In order to provide for 2,224 additional enrollees, 55 new programs must be established.

Estimated Cost:

Equipment	$1,100,000
State Aid for 55 teachers	266,500
	$1,366,500

Sub-Objective No. 3: To provide distributive education programs that reflect employment opportunities for 5,629 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish 20 new distributive education programs. _____

In order to provide for 1,021 additional students, 20 new programs must be established.

Estimated Cost:

Equipment	$ 100,000
State Aid for 20 teachers	97,500
	$ 197,500

PRIMARY
ACTIVITY B: Continue the teacher education program at Winthrop College for distributive education. _____

Estimated Cost:

Total $20,000

Sub-Objective No. 4: To provide health occupations programs that reflect employment opportunities for 894 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish five new health occupations programs. _____

In order to provide for 116 additional enrollees, five new programs must be established.

Estimated Cost:		
Equipment	$	25,000
State Aid for 5 teachers		19,500
	$	44,500

Sub-Objective No. 5: To provide home economics-gainful programs that reflect employment opportunities for 3,203 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish 14 new home economics-gainful programs. _____

In order to provide for 841 additional enrollees, 14 new programs must be established.

Estimated Cost:		
Equipment	$	140,000
State Aid for 14 teachers		58,500
	$	198,500

Sub-Objective No. 6: To provide office occupations programs that reflect employment opportunities for 10,326 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: Establish 15 new office occupations programs. _____

In order to provide for 1,478 additional students, 15 new programs must be established.

Estimated Cost:	Equipment	$ 300,000
	State Aid for 15 teachers	65,000
		$ 365,000

Sub-Objective No. 7: To provide production agriculture programs that reflect employment opportunities for 3,853 enrollees by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: To assist selected school districts in converting seven production agriculture programs into seven integrated shop programs.

The conversion of seven programs will provide for enough enrollees in production agriculture and will provide 280 integrated shop training stations in 28 instructional areas.

Estimated Cost: No additional cost.

FOURTH YEAR ACTIVITIES

Objective for 1974-1975:	To increase the number of pupils enrolled in pre-vocational and occupational education programs from 87,409 to 102,214 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Construct four new area vocational centers. _____

Four additional centers will be constructed to house 1,600 additional students in approximately 32 courses of instruction.

Estimated Cost:

The estimated cost for construction of the buildings is $740,000 per center.

Total $2,960,000

PRIMARY
ACTIVITY B: Expand two existing area vocational centers. _____

The expansion will provide 320 training stations in approximately 8 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per center.

Total $400,000

PRIMARY
ACTIVITY C: Add vocational complexes to five existing high schools. _____

These vocational complexes will serve an additional 200 students in approximately 15 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per complex.

Total $1,000,000

PRIMARY
ACTIVITY D: Establish five new cooperative vocational programs. _____

These five new cooperative programs will provide training stations for 200 students.

Estimated Cost:		
	Equipment	$ 25,000
	State Aid for 5 teachers	32,500
		$ 57,500

PRIMARY
ACTIVITY E: Establish five new vocational education programs for handicapped secondary students.

These five new programs will accommodate 125 handicapped students.

Estimated Cost:		
	Equipment and Supplies	$ 117,500
	State Aid for 5 teachers	32,500
		$ 150,000

Sub-Objective No. 1: To increase the number of pupils enrolled in pre-vocational education programs from 47,221 to 56,958 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish 96 new full-time equivalent pre-vocational education programs.

An additional 96 programs will allow 9,600 additional students to enroll.

Estimated Cost:		
	Equipment	$ 960,000
	State Aid for 96 teachers	468,000
		$1,428,000

Sub-Objective No. 2: To provide trades and industrial education programs that reflect employment opportunities for 18,507 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish 55 new full-time equivalent trade and industrial education programs.

In order to provide for 2,224 additional enrollees, 55 new programs must be established.

Estimated Cost:	Equipment	$1,100,000
	State Aid for 55 teachers	266,500
		$1,366,500

Sub-Objective No. 3: To provide distributive education programs that reflect employment opportunities for 6,650 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish 20 new distributive education programs. _____

In order to provide for 1,021 additional students, 20 new programs must be established.

Estimated Cost:	Equipment	$ 100,000
	State Aid for 20 teachers	97,500
		$ 197,500

PRIMARY
ACTIVITY B: Continue the teacher education program at Winthrop College for distributive education. _____

Estimated Cost:

Total $20,000

Sub-Objective No. 4: To provide health occupations programs that reflect employment opportunities for 1,010 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish five new health occupations programs. _____

In order to provide for 116 additional enrollees, five new programs must be established.

Estimated Cost:	Equipment	$ 25,000
	State Aid for 5 teachers	19,500
		$ 44,500

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Sub-Objective No. 5: To provide home economics-gainful programs that reflect employment opportunities for 4,044 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish 14 new home economics-gainful programs.

In order to provide for 841 additional enrollees, 14 new programs must be established.

Estimated Cost:

Equipment	$ 140,000
State Aid for 14 teachers	58,500
	$ 198,500

Sub-Objective No. 6: To provide office occupations programs that reflect employment opportunities for 11,806 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: Establish 15 new office occupations programs.

In order to provide for 1,480 additional students, 14 new programs must be established.

Estimated Cost:

Equipment	$ 300,000
State Aid for 15 teachers	65,000
	$ 365,000

Sub-Objective No. 7: To provide production agriculture programs that reflect employment opportunities for 3,239 enrollees by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: To assist selected school districts in converting seven production agriculture programs into seven integrated shop programs.

The conversion of seven programs will provide for enough enrollees in production agriculture and will provide 280 integrated shop training stations in 28 instructional areas.

Estimated Cost: No additional cost.

FIFTH YEAR ACTIVITIES

Objective for 1975-1976:	To increase the number of pupils enrolled in pre-vocational and occupational education programs from 102,214 to 117,014 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Construct four new area vocational centers. _____

Four additional centers will be constructed to house 1,600 additional students in approximately 32 courses of instruction.

Estimated Cost:

The estimated cost for construction of the buildings is $740,000 per center.

Total $2,960,000

PRIMARY
ACTIVITY B: Expand two existing area vocational centers. _____

The expansion will provide 320 training stations in approximately 8 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per center.

Total $400,000

PRIMARY
ACTIVITY C: Add vocational complexes to five existing high schools. _____

These vocational complexes will serve an additional 200 students in approximately 15 courses of instruction.

Estimated Cost:

The estimated cost for construction only is $200,000 per complex.

Total $1,000,000

PRIMARY
ACTIVITY D: Establish five new cooperative vocational programs. _____

These five new cooperative programs will provide training stations for 200 students.

Estimated Cost:		
Equipment		$ 25,000
State Aid for 5 teachers		32,500
		$ 57,500

PRIMARY
ACTIVITY E: Establish five new vocational education programs for handicapped secondary students. _____

These five new programs will accommodate 125 handicapped students.

Estimated Cost:		
Equipment and Supplies		$ 117,500
State Aid for 5 teachers		32,500
		$ 150,000

Sub-Objective No. 1: To increase the number of pupils enrolled in pre-vocational education programs from 56,958 to 66,696 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish 96 new full-time equivalent pre-vocational education programs. _____

An additional 96 programs will allow 9,600 additional students to enroll.

Estimated Cost:		
Equipment		$ 960,000
State Aid for 96 teachers		468,000
		$1,428,000

Sub-Objective No. 2: To provide trades and industrial education programs that reflect employment opportunities for 20,729 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish 55 new full-time equivalent trade and industrial education programs. _____

In order to provide for 2,222 additional enrollees, 55 new programs must be established.

Estimated Cost:		
	Equipment	$1,100,000
	State Aid for 55 teachers	266,500
		$1,366,500

Sub-Objective No. 3: To provide distributive education programs that reflect employment opportunities for 7,672 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish 20 new distributive education programs. _____

In order to provide for 1,022 additional students, 20 new programs must be established.

Estimated Cost:		
	Equipment	$ 100,000
	State Aid for 20 teachers	97,500
		$ 197,500

PRIMARY
ACTIVITY B: Continue the teacher education program at Winthrop College for distributive education. _____

Estimated Cost:

Total $20,000

Sub-Objective No. 4: To provide health occupations programs that reflect employment opportunities for 1,126 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish five new health occupations programs. _____

In order to provide for 116 additional enrollees, five new programs must be established.

Estimated Cost:	Equipment	$ 25,000
	State Aid for 5 teachers	19,500
		$ 44,500

Sub-Objective No. 5: To provide home economics-gainful programs that reflect employment opportunities for 4,883 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish 14 new home economics-gainful programs. _____

In order to provide for 839 additional enrollees, 14 new programs must be established.

Estimated Cost:	Equipment	$ 140,000
	State Aid for 14 teachers	58,500
		$ 198,500

Sub-Objective No. 6: To provide office occupations programs that reflect employment opportunities for 13,282 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: Establish 15 new office occupations programs. _____

In order to provide for 1,476 additional students, 14 new programs must be established.

Estimated Cost:	Equipment	$ 300,000
	State Aid for 15 teachers	65,000
		$ 365,000

Sub-Objective No. 7: To provide production agriculture programs that reflect employment opportunities for 2,626 enrollees by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: To assist selected school districts in converting seven production agriculture programs into seven integrated shop programs.

The conversion of seven programs will provide for enough enrollees in production agriculture and will provide 280 integrated shop training stations in 28 instructional areas.

Estimated Cost: No additional cost.

PART II - EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS AND RECOMMENDATIONS

1. All the objectives are stated in terms of student enrollment--a clasification directly evaluated by available data.
2. The data provided by local units on the SDE-48013 is not verified through an audit procedure. Some attempt to verify basic locally derived data should be undertaken.
3. The Office of Vocational Education is in the process of defining courses in terms of specific skills that students are to acquire and specific instructional experiences which they are to meet. This information provides a clearer basis for the determination of whether or not objectives which specify numbers of students enrolled in courses offering defined characteristics are attained.

STATUS (BASE LINE INFORMATION)

1. The old status information was provided through a compilation of data from the Form SDE-48013. This form is submitted by vocational teachers after the first twenty days of the school year and again after the school year has been completed.
2. The new status measures will be compiled from the last submission of SDE-48013 of the 1971-1972 school year.

CRITERIA

1. The enrollment of students in courses classified as Prevocational, Trades and Industrial Education, Distributive Education, Health Occupations, Home Economics-Gainful, Office Occupations, and Production Agriculture will be determined through a summation of reports submitted by individual teachers.

2. New data will be obtained from the Vocational Education Form SDE-48013.

3. On July 1, 1972, the SDE-48013 reports from all districts will be submitted to the Statistical Unit of the Office of Research for a compilation of the enrollment in Prevocational, Trades and Industrial Education, Distributive Education, Health Occupation, Home Economics-Gainful, Office Occupation, and Production Agriculture.

4. Evaluation activities will be completed by August 15, 1972.

DISCREPANCY

A comparison between the old status measures, the enrollments established as objectives of this five-year plan and the new status (actual enrollment in given programs) will be compared according to the following format.

RESTATEMENT OF OBJECTIVES

Sub-objective No. 1: To increase the number of pupils enrolled in Prevocational Education courses from 18,010 to 27,747 by the end of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
18,010	27,747	_____	_____

Sub-objective No. 2: To limit the number of students enrolled in Production Agriculture programs to 5,091 at the end of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
5,695	5,091	_____	_____

ADDENDUM - MIDYEAR EVALUATION

The most available sources for a midyear evaluation of the Occupational Training Program are the Forms SDE-48013 and SDE-48002.

On January 5, 1972, all Prevocational and Production Agriculture teachers will provide an enrollment report on selected items from Form SDE 48013. These enrollment data will reflect participation during the fourth twenty-day attendance period.

Projections from growth reflected in this enrollment estimate to enrollment growth on a statewide basis will be made. The growth in enrollment for the first half of the year will be used to project the total growth for the year. This "full year projection" will be compared to each program objective for 1971-1972.

1975

Objectives for South Carolina Public Schools

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A Five Year Plan

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To Increase the Number
of South Carolina High School Graduates
Entering Post High School
Education Programs

DEPARTMENT of EDUCATION
SOUTH CAROLINA

1975 Objective For South Carolina Public Schools

MAJOR OBJECTIVE:	To increase the percentage of students enrolling in post high school institutions to seventy percent of those graduating from high school in 1975.

INTRODUCTION

The State Department of Education in an effort to provide more relevant educational opportunities leading to useful and productive lives for all of its students, formulated eleven major objectives for improvement of the educational process in the public schools of the state. They were presented to the State Board of Education and were adopted as a five-year plan for South Carolina public schools. Eleven Task Force Committees were organized to develop plans and activities for implementation of each objective.

The Task Force Committee on Post High School Enrollment was charged with the responsibility of increasing the percentage of students enrolling in post high school institutions to seventy percent of those graduating from public high schools in 1975. Post high school enrollment is to include those students who have received the State High School Diploma or the State Equivalency Certificate and have enrolled in a junior college, a senior college, a business school, a nursing school, a technical school, a vocational school, or a professional school and are pursuing a degree or an associate degree or are taking a course or courses leading to employment opportunities.

According to information reported in the 1968-69 College Freshman Report and in the High School Accreditation Applications for 1968-69 and 1969-70, 48.9% of those who graduated in June 1968 were enrolled in post high school

institutions and 50% of those who graduated in June 1969 were enrolled in post high school institutions. If the 1969 enrollment figures were broken down, 4% would be enrolled in junior colleges, 29% would be enrolled in senior colleges, 4% in business schools, 2% in nursing schools and 11% in technical schools. This breakdown enables the target population to be broken into three areas, (1) senior colleges, (2) junior colleges, community colleges and technical education centers, and (3) business, nursing, vocational and professional schools.

If South Carolina is to realize its full potential, every student must have the opportunity to fully develop his abilities to the degree that he may become a contributing member of the society in which he lives. The committee believes that the objective is valid and realistic and that activities can be designed to upgrade post high school enrollment until we reach the objective of seventy percent of the public school graduates of 1975.

This task force recognizes that significant increase in post secondary enrollments will depend upon effective communications and cooperation among all public and private high schools, post secondary institutions and state educational agencies. Continuing communications and cooperation is particularly important among the State Department of Education, the Commission on Higher Education and the State Committee for Technical Education, all of which have participated in the deliberations of this committee.

Although many of this committee's recommended activities involve other agencies and institutions of higher education, the task force has omitted those activities that lie wholly within another agency or institution. For example, the State Committee for Technical Education now conducts numerous promotional and informational activities designed to inform counselors, prospective students, and parents of technical education opportunities; however, TEC may wish to expand these activities by providing more funds and personnel.

PART I - ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-72:	To increase post high school enrollment from 50% to 55% of the 1971-1972 graduating seniors.

Sub-Objective No. 1:	To increase post high school enrollment in senior colleges from 29% to 31% of the 1971-1972 graduating seniors.

Sub-Objective No. 2:	To increase post high school enrollment in junior colleges, community colleges and technical education centers from 15% to 17% of the 1971-1972 graduating seniors.

Sub-Objective No. 3:	To increase post high school enrollment in other areas (business, vocational, etc.) from 6% to 7% of the 1971-1972 graduating seniors.

PRIMARY
ACTIVITY A: The Guidance Unit of the Secondary Education Section will develop a system of guidance in South Carolina high schools that creates an awareness of all post high school enrollment opportunities in junior and senior colleges, business schools, nursing schools, technical and vocational schools.

The secondary activities listed below are designed to change counselor attitudes and behavior. If they are fully and effectively implemented, they will direct 40% of the high school graduates toward non-baccalaureate post high school opportunities.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Guidance Unit will develop a comprehensive manual of training for counselors with particular emphasis on guidance and counseling for students needing non-baccalaureate educational opportunities. This manual should be completed no later than June 1972.

Estimated Cost: Travel and per diem $1,000
Printing and Mailing $3,000
$4,000

SECONDARY
ACTIVITY 2: The Guidance Unit will select brochures and other informational materials on educational and training opportunities from post high school institutions, business, and industry. At regular state and district meetings and through correspondence, the Unit will provide information to schools on the importance of these materials and how to obtain them.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The Guidance Unit will plan for and provide a continuing series of workshops and seminars to prepare counselors to properly use the comprehensive manual and review the numerous brochures and other informational materials designed to assist counselors. These workshops, seminars or regional conferences will be hosted by various post secondary institutions in order to acquaint the counselors individually with the physical facilities, staffs and offerings within the institutions.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 4: The Guidance Unit will develop a mechanism by which the counselors will be provided on-site orientation by the various businesses and industries throughout the state. This procedure will enable the counselors to gain a greater appreciation for the skills and training requirement for the various occupations that exist in

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South Carolina.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 5: The Guidance Unit will assist counselors in the implementation of group guidance sessions at the junior high level, with adequate follow-up to evaluate their effectiveness and also to emphasize the importance of early and informed planning on the part of students for their careers.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Guidance Unit of the Secondary Education Section will design an informational system on post high school opportunities through the medium of educational television.

"College Day" has been the traditional way of informing prospective college students about the various junior colleges, senior colleges and universities. The actual value of such an approach is questioned by directors of admissions and secondary school personnel. While not adequate and not including all post high school institutions, it has continued mainly because no better way has been found.

The secondary activities listed below are designed to provide opportunities for all high school students and parents to familiarize themselves with post high school opportunities in South Carolina and provide them with cost information and scholarship opportunity.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Guidance Unit and the Office of Instructional Television working with the South Carolina Association of Registrars and

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Admissions Officers will design and initiate a series of programs on Post High School Education Opportunities. This series will provide an opportunity for each post high school institution, through a ten-minute video tape, to explain and advertise its opportunities for post high school experiences.

Viewing schedules will be developed that permit in-school viewing by juniors and seniors and open-circuit viewing at night for parents and students.

Estimated Cost: No additional cost to the State Department of Education. Estimated cost for a ten-minute color film or video tape for each post high school institution is $600.

SECONDARY ACTIVITY 2: The Guidance Unit will develop a booklet on post high school education opportunities in South Carolina listing each post high school institution, its admission policy, cost, loans and scholarships available, degrees offered, career possibilities, etc.

Estimated Cost: Printing and Mailing $3,000

PRIMARY ACTIVITY C: The State Department of Education will encourage legislation that will establish a system of tuition grants for needy students to enroll in South Carolina colleges. This legislation will provide 2,000 grants at $500 each for fiscal year 1973. An additional 1,000 grants per year for two years will be encouraged.

If all of these grants were awarded to students not able to attend a post high school institution for financial and no other reasons, this would mean a second year increase of about 7% in the number of South Carolina residents enrolled in South Carolina colleges to a fourth year increase of about 15%.

Estimated Cost: No Cost to State

PRIMARY ACTIVITY D: The Secondary Education Section will fully develop and initiate a program for familiarizing all high school administrators, counselors, and students with advanced placement through the College Board Program, the examination system, and cooperative high school-college programs.

The Advanced Placement program conducted by the College Board is in use to a limited degree in South Carolina and makes provisions for high school students to take selected courses while in high school designed and taught by a regular high school teacher. College credit for the course may be given provided the student earns a satisfactory grade on an examination provided by the College Board.

Many high schools throughout the state do not participate in the College Board's Advanced Placement program and not all colleges and universities participate in the program. The high school administration and staff of high schools are not familiar with the program and its possibilities for providing college credits for some able students as they finish high school.

College credits are earned by some high school students through the examination system. The Committee feels that more students would seek credit through this system if they were more familiar with it earlier in their high school career.

Some high schools in the State make arrangements for their students to take college courses on the college campus during school hours. More high schools should take advantage of this process.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Secondary Education Section will compile complete information on the possibilities of the College Board's Advanced Placement program and encourage high schools and colleges to participate.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Secondary Education Section will compile and provide complete information to all high schools on the examination system for receiving high school credit.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The Secondary Education Section will review all cooperative arrangements between those high schools and colleges now providing college level courses for high school students and provide the details and possibilities for inclusion in similar programs to other high schools located in areas having junior colleges, senior colleges, or technical education centers.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The State Department of Education will work cooperatively with the Commission on Higher Education to implement the recommendation on "Risky Admissions" as outlined under Section VIII, The Adjunct Sector: Post High School, of the Moody Report.

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-1973:	To increase post high school enrollment from 55% to 60% of the 1972-1973 graduating seniors.

Sub-Objective No. 1:	To increase post high school enrollment in senior colleges from 31% to 33% of the 1972-1973 graduating seniors.

Sub-Objective No. 2:	To increase post high school enrollment in junior colleges, community colleges and technical education centers from 17% to 19% of the 1972-1973 graduating seniors.

Sub-Objective No. 3:	To increase post high school enrollment in the other areas (business, vocational, etc.) from 7% to 8% of the 1972-1973 graduating seniors.

PRIMARY
ACTIVITY A: The Guidance Unit of Secondary Education Section will update the comprehensive manual for counselors as needed and provide continuous review of brochures and other informational materials on educational and training opportunities from post high school institutions, business and industry.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY B: The Guidance Unit of the Secondary Education Section working with the Office of Instructional Television will revise the video tape programs as needed and update the booklet on post high school education opportunities in South Carolina as needed.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY C: The State Department of Education will continue to encourage legislation to provide tuition grants for needy students.

Estimated Cost:

2,000 grants at $500 per grant - $1,000,000

PRIMARY
ACTIVITY D: The Secondary Education Section will continue to update its information and dissemination system on the College Board's Advanced Placement program and other avenues of earning college credit before graduation from high school.

Estimated Cost: No additional cost.

THIRD YEAR ACTIVITIES

Objective for 1973-1974:	To increase post high school enrollment from 60% to 65% of the 1973-1974 graduating seniors.

Sub-Objective No. 1:	To increase post high school enrollment in senior colleges from 33% to 35% of the 1973-1974 graduating seniors.

Sub-Objective No. 2:	To increase post high school enrollment in junior colleges, community colleges and technical education centers from 19% to 21% of the 1973-1974 graduating seniors.

Sub-Objective No. 3:	To increase post high school enrollment in the other areas (business, vocational, etc.) from 8% to 9% of the 1973-1974 graduating seniors.

PRIMARY
ACTIVITY A: The Guidance Unit of Secondary Education Section will update the comprehensive manual for counselors as needed and provide continuous review of brochures and other informational materials on educational and training opportunities from post high school institutions, business and industry.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY B: The Guidance Unit of the Secondary Education Section working with the Office of Instructional Television will revise the video tape programs as needed and update the booklet on post high school education opportunities in South Carolina as needed.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY C: The State Department of Education will continue to encourage legislation to provide an increase from 2,000 to 3,000 tuition grants for needy students.

Estimated Cost:

1,000 new grants at $500 per grant - $ 500,000

PRIMARY
ACTIVITY D: The Secondary Education Section will continue to update its information and dissemination system on the College Board's Advanced Placement program and other avenues of earning college credit before graduation from high school.

Estimated Cost: No additional cost.

FOURTH YEAR ACTIVITIES

Objective for 1974-1975:	To increase post high school enrollment from 65% to 70% of the 1974-1975 graduating seniors.

Sub-Objective No. 1:	To increase post high school enrollment in senior colleges from 35% to 37% of the 1974-1975 graduating seniors.

Sub-Objective No. 2:	To increase post high school enrollment in junior colleges, community colleges and technical education centers from 21% to 23% of the 1974-1975 graduating seniors.

Sub-Objective No. 3:	To increase post high school enrollment in the other areas (business, vocational, etc.) from 9% to 10% of the 1974-1975 graduating seniors.

PRIMARY
ACTIVITY A: The Guidance Unit of Secondary Education Section will update the comprehensive manual for counselors as needed and provide continuous review of brochures and other informational materials on educational and training opportunities from post high school institutions, business and industry.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY B: The Guidance Unit of the Secondary Education Section working with the Office of Instructional Television will revise the video tape programs as needed and update the booklet on post high school education opportunities in South Carolina as needed.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY C: The State Department of Education will continue to encourage legislation to provide an increase from 3,000 to 4,000 tuition grants for needy students.

Estimated Cost:

1,000 new grants at $500 per grant - $ 500,000

PRIMARY
ACTIVITY D: The Secondary Education Section will continue to update its information and dissemination system on the College Board's Advanced Placement Program and other avenues of earning college credit before graduation from high school.

Estimated Cost: No additional cost.

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FIFTH YEAR ACTIVITIES

The Major Objective of post high school enrollment will have been met at the end of the fourth year provided all primary and secondary activities have been successfully carried out.

The fifth year will be a year of review of the accomplishments brought about by implementation of primary activities as follows:

PRIMARY
ACTIVITY A: The Guidance Unit of the Secondary Education Section will examine the State's system of guidance to determine the degree to which it is effective in creating an awareness of and desire for post high school education and make adjustments as needed.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY B: The Guidance Unit of the Secondary Education Section in cooperation with the Office of Instructional Television will examine the "College Day" informational system to determine its effectiveness and need for adjustments and/or continuation.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY C: The State Department of Education will encourage the General Assembly to maintain an annual appropriation of $2,000,000 for tuition grants for needy students.

Estimated Cost: No additional cost.

PRIMARY
ACTIVITY D: The Secondary Education Section will examine its system of information and dissemination to determine its adequacy in promoting Advanced Placement Programs and make adjustments as needed.

Estimated Cost: No additional cost.

PART II - EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

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OBSERVATIONS AND RECOMMENDATIONS

1. Two sources of information are utilized in the College Freshman Report. Although these sources are supposed to report on somewhat overlapping data, there are inconsistencies which indicate that at least minor errors are present in these information sources.
2. Part of the reinforcement for the gathering of information on post high school enrollment is through Section 21-631 of the 1962 Code which specifies the responsibilities of principals and post high school institutions. However, this law does not call for sufficient information for the evaluation of post high school enrollment programs.
3. Out of state institutions which object to providing information on the success of students in particular courses should be given the option of verifying that these students are enrolled in their institution.
4. The following definitions are followed in the determination of enrollment in different classes of institutions.
    A. A senior college is defined as one of the eight state supported institutions or twenty private or denominational institutions (the regional campuses of the University of South Carolina and Clemson University are included in this definition) which offer baccalaureate degrees or certificates which normally require more than three academic years to complete.
    B. A junior college is defined as an institution which offers, in part, either an "associate" degree requiring approximately two years for completion or courses which are interpreted as being preparatory to entrance into a senior college and which has instructional objectives other than to prepare students for direct entry into a specific occupation.

C. A technical education center is defined as one of the twelve state supported institutions which admit students who are high school graduates or who hold GED equivalency certificates and whose primary purpose is to prepare students for entry into a specific technical or vocational occupation.

D. A vocational center is defined as an institution, normally part of a local educational agency, which does prepare students in courses at the secondary school level but which may also train post secondary students in specified fields. Such preparation is considered to be directly preparatory to entrance into specific occupations.

E. A business school is, for the purpose of this evaluation, defined as a privately financed institution which (1) has a terminal training program that requires less extensive training than a baccalaureate degree, (2) which may enroll high school graduates or GED certificate holders and persons who have not graduated from high school, and (3) programs may be limited to commercial, secretarial, and elementary managerial skills.

F. A community college is defined as an institution specifically organized to serve high school graduates from a restricted geographical area. It is normally a publicly financed institution which offers a broad range of basic courses. An important facet of the community college is that it allows the student to explore different instructional programs and to evaluate his own performance in a more advanced learning environment. A community college normally does not offer more advanced degrees than the "associate" degree.

G. A nursing school is defined as an institution which provides training leading to certification either as a Licensed Practical Nurse or a

Registered Nurse. Such an institution is not a constituent part of a college, univeristy, or institution offering instruction outside the health professions domain.

H. A general professional school is any institution which provides training at the post secondary school level in a diverse range of curricular areas. This institution does not offer baccalaureate or higher degrees.

STATUS (BASE LINE INFORMATION)

Current data is based on the College Freshman Report of the Annual Report of the State Superintendent of Education.

CRITERIA

1. The number of high school graduates from South Carolina who are enrolled in the different classifications of post high school instruction will be counted through a summary of information collected from individual high schools.
2. The instrument to be used in conducting the survey will be a report generated specifically for this purpose by the Office of Research of the State Department of Education.
3. There will be an attempt to determine the number of high school graduates who are in all training programs when such programs are not directly preparatory to a position in the training organization or institution.
4. By February 1, 1972 a summation of data from the high school reports will be made by the Statistical Unit of the Office of Research.

STRATEGY

A survey form will be developed to provide information on all of the formalized training programs. The form will permit enumeration of enrollment by each kind of

post high school institution--senior college, junior college, technical education center, vocational education center, community college, business school and other. The Office of General Education of the State Department will receive data on persons who meet high school certification requirements through obtaining an approved score on the General Education Development Test. This data will be provided to the Office of Research on January 15 and June 1, 1972. The Office of Research will compile all data to provide the new status measures.

DISCREPANCY

Variations between the new status (actual 1972 post high school enrollments) and the objective enrollment (criteria) will be provided according to the following restated objectives.

RESTATEMENT OF OBJECTIVES

Sub-objective No. 1: To increase to thirty-one percent the number of persons who graduate from high school at the end of the 1971-72 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
29%	31%	_____	_____

Sub-objective No. 2: To increase post high school enrollment in junior colleges, community colleges, and technical education centers to seventeen percent of students graduating from high school at the end of the 1971-1972 school year or who received the GED equivalency certification in the period beginning September 1, 1971 and ending August 31, 1972 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
15%	17%	_____	_____

Sub-objective No. 3: To increase enrollment in business schools, vocational schools, and other post secondary instructional environments to seven percent of persons who graduated from high school in the 1971-1972 school year or who received their GED equivalency certification during the period beginning September 1, 1971 and ending August 31, 1972 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
6%	7%	_____	_____

1975 Objectives for South Carolina Public Schools

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A Five Year Plan

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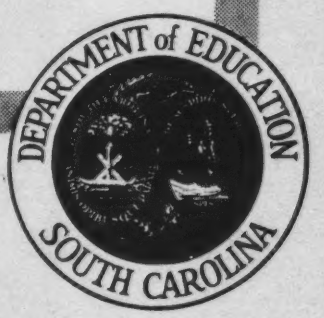
To Provide Appropriate Educational Programs for South Carolina Students With Handicapping Conditions



1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE: To develop an adequate educational program for youth with physical, mental or emotional handicapping conditions by 1975.

INTRODUCTION

While programs for handicapped children have experienced rapid growth since 1954, there are gaps in services provided at different academic levels and within areas of handicaps (See Table I).

Table I

NUMBER OF HANDICAPPED PUPILS ENROLLED
IN SPECIAL PUBLIC SCHOOL PROGRAMS DURING 1970-71

Type	Elementary Classes	Secondary Classes	Number of Children
EMH	693	273	14,500
TMH	60	5	650
OH	30	0	300
EH	27	3	300
HH	18	0	180
VH	2	0	100[1]
LD	40	0	400
SH	0[2]	0[2]	13,000
TOTAL	870	281	29,430[3]

[1] This includes resource specialists plus two self-contained classes.

[2] This includes 117 speech therapists.

[3] This does not include pupils on homebound instruction.

The recent upsurge of programs is due to a large extent to federal funding. Programs for the mentally handicapped have experienced the largest growth. Programs for the low incidence groups (i.e. hearing handicapped, orthopedically

handicapped, and visually handicapped) have been more difficult to organize because of the lack of concentration of these handicaps in one location. Other factors inherent in this lack of growth involves availability of transportation, trained personnel, and increased cost of facilities.

Programs for the mentally handicapped possess gaps, especially at the secondary level. Adequate educational programs should be sequential from the primary level through the secondary level and should eventuate into job placement.

There are a variety of administrative procedures for educating handicapped children. All are appropriate for select children and all have been tried in the state. Final determination of placement must be based on a comprehensive evaluation. The available types of special programs are as follows:

(1) Self-Contained Classroom - The vast majority of classes in South Carolina are self-contained. This means that the pupils remain with one teacher during the entire day. From eight to fifteen pupils, depending upon the type of handicap, are enrolled in a class. This type of setting appears to work best with the more severe cases at the elementary level in all areas of handicapped. The major disadvantages are (a) that these children are isolated from normal pupils and (b) the cost factor.

(2) Resource Classroom - This approach combines the benefits of the self-contained regular class with the services of a specialist for certain areas of training such as reading and mathematics. This procedure works best with the borderline mentally handicapped, pupils with mild emotional problems, those with learning disabilities, and partially sighted or hard of hearing children. The major advantages are (a) that the pupils can remain with normal children part of the school

day and (b) that this approach requires fewer specialists than would the self-contained special class approach.

(3) Itinerant Teachers - In this approach the teacher moves from school to school to work with children who have special problems. The pupils remain in the regular class and are removed for specified training. This approach is most applicable for children with speech handicaps, visual handicaps, and hearing handicaps.

(4) Diagnostic-Prescriptive Approach - Diagnostic teaching is a school-oriented approach to identifying and delineating certain educational methods and materials which will help children who exhibit problems in learning and/or behavior; to discovering the disposition of learning environment most appropriate to their individual needs; to formulating specific, useful educational prescriptions for such children; and to supporting teachers in initiating such prescriptions. The diagnostic teacher is a specially trained and/or experienced classroom teacher who has been chosen because of interest, training, and experience to function as an educational diagnostician and consultant within the individual school setting. This specially trained teacher works with students who have been referred by other teachers to ascertain educational needs and effectual responses to those needs of children who have not been successful in meeting learning and/or behavioral goals of the school.[4] The advantages of this approach are (a) reduced number of trained personnel, (b) reduced number of classrooms needed, and (c) handicapped children remain in the mainstream of education.

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[4]Robert W. Prouty, Using Diagnostic Teacher Services Effectively, 1969.

(5) Crisis Teacher Approach - The "crisis teacher"[5] is one intended to keep the regular classrooms as free from teacher-exhausting, group-disrupting pupils as is possible. This special teacher must understand the curriculum at the school level served, must be quite knowledgeable in remedial teaching techniques and must be skilled in life-space[6] interviewing which is a form of interviewing necessary for the teacher who must handle diverse types of behavior problems. The space provided for the "crisis teacher" may be a small classroom with books and materials of all sorts at hand. To function successfully, the "crisis teacher" needs the cooperation of both the administrative and teaching staff about understanding and helping the deviant child. The most important aspect of this approach is that all the adults who deal with the pupils take part in devising the plan and evolving the strategy which can be attained through special conferences. Regardless of what is accomplished in the special work of the "crisis teacher" with the child, the real purpose is to help the child to get along properly in the regular classroom. The classroom teacher continues to spend more time with the deviant child than the "crisis teacher" and plans for assistance will have to consider her work as well as the time the pupil spends with the "crisis teacher." In summary the "crisis teacher" does not have a regular class or group. The work planned is determined by the individual child's needs, and the child does not have to be certified as any type of special pupil for

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[5]William Morse, "The Crisis Teacher, Public School Provision for the Disturbed pupil", The University of Michigan School of Education Bulletin, XXXVII, April 1962, Pages 101-104.

[6]A Special Interview Technique Described by Fritz Redl to Ascertain from the Child the Source of a Child's Difficulty - "The Concept of the Life Space Interview", American Journal of Orthopsychiatry XXIX, January 1959, Pages 1-18.

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this service. Those children who present baffling difficulties to the "crisis teacher" and school staff can be recommended for psychological or psychiatric study. The key to successful "crisis teaching" is a team approach in the sharing of a problem-solving venture. The school principal, specialists, crisis teacher, and classroom teacher work as a team for "possessiveness and contention are a luxury schools cannot afford."[7]

The proposed five-year plan will utilize all of these approaches in an attempt to (1) provide appropriate educational opportunities for all handicapped pupils, (2) keep more handicapped pupils in the mainstream of education, (3) reduce the number of trained personnel needed, and (4) reduce the number of classrooms needed. While there is a paucity of research demonstrating the superiority of one approach over the other, authorities in special education tend to agree that all of the above approaches are needed for certain children (Dunn, 1963; Kirk, 1961; Bowers, 1969; Prouty, 1969; Cruickshank, 1968; and Nolan, 1968.)

There are six overarching activities which will apply to all areas of handicapping conditions:

1. The State Department of Education will reorganize the Program for Exceptional Children Section into an Office for Handicapped.
2. The State Department of Education will propose enabling legislation designed to implement this plan.
3. The Program for Exceptional Children Staff will suggest administrative procedures for the State Board of Education's approval to include:
   (a) Each district will be required to submit a five-year plan in accord with their needs and priorities. This district

[7]The University of Michigan School of Education Bulletin, Page 104.

plan will be submitted to the Program for Exceptional Children within one year after approval of the five-year state plan. The Plan must be approved by the Program for Exceptional Children in order for the district to be eligible for State Aid for special education teachers. Guidelines for the district plan will be provided by the Program for Exceptional Children and will include:

(1) Philosophy of the district program for exceptional children.
(2) Survey of exceptional children based on the state incidence figures.
(3) Organization and operation of the district program for exceptional children.
(4) Criteria for eligibility for special education programs.
(5) Provisions for screening, referral, identification, placement, and dismissal of exceptional pupils.
(6) Existing programs for exceptional children.
(7) Proposed programs for exceptional children.
(8) Facilities.
(9) Additional information -- inservice training, federal grants and projects, cooperative agreements with other districts or agencies, curriculum development.
(10) Contact person who serves as coordinator or supervisor of the special education program.

The Program for Exceptional Children will provide each district with a minimum program development plan based on school population.

Also one state-wide meeting of supervisors of special education and/or administrators will be held in June, 1971, to discuss procedures for formulating the district's five-year plan.

(b) A State Advisory Committee will be established composed of persons representing:

(1) Program for Exceptional Children, State Department of Education.

(2) Elementary Education, State Department of Education.
(3) Secondary Education, State Department of Education.
(4) Higher Education.
(5) Vocational Education, State Department of Education.
(6) Vocational Rehabilitation.
(7) Mental Health.
(8) Health Department.
(9) Five members at large.

(c) New units will not be established unless the teacher has a minimum of six hours of college credit in special education. In the case where the teacher does not have a minimum of six hours, the State Department of Education will provide an intensive one-week training period for those teachers.

(d) Each district will initiate an annual pre-school screening session to evaluate all children who plan to enter school the following year and identify those who need special educational services.

(e) The Program for Exceptional Children will initiate a cooperative working relationship with other agencies and service organizations in providing comprehensive services for handicapped children.

4. Public Law 89-10, Title VI and 15% of Title III, designated for handicapped children will be redirected to include:

(a) The initiation of programs for the handicapped.

(b) The training of needed personnel.

(c) The purchase of materials and equipment for programs.

5. The Program for Exceptional Children will provide 10 traineeships per year over the five-year period to train district supervisors and will serve as a clearing house for their

employment. The cost will be $6,000 per year.

6. The Program for Exceptional Children will encourage and aid in the development of training programs through the state.

Even though over 29,000 handicapped pupils are receiving special education, there is a wide discrepancy of services among districts. Meeting the stated objectives in each area of handicap during the next five years will eliminate these discrepancies and provide appropriate educational services for all handicapped children in the state.

Five new vocational education programs for 125 pupils are being developed by the task force on vocational education in occupational training in the five-year plan.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972: To increase the number of handicapped pupils enrolled in appropriate educational programs from 29,430 to 36,450 by the completion of the 1971-1972 school year.

Sub-Objective No. 1: To increase the number of educable mentally handicapped pupils enrolled in appropriate educational programs from 14,500 to 17,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 167 classes to serve 2,500 educable mentally handicapped pupils.

Estimated Cost: State Aid for 167 Teachers $935,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 167 teachers.

Estimated Cost: $100,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 167 classes.

Estimated Cost: $8,350

PRIMARY
ACTIVITY B: The Program for Exceptional Children will plan six conferences to assist districts in the development of adequate screening procedures at the time of pre-school registration.

Estimated Cost: No Additional Cost

Sub-Objective No. 2: To increase the number of trainable mentally handicapped pupils enrolled in appropriate educational programs from 650 to 850 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 20 self-contained classes for 200 trainable mentally handicapped.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 20 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $1,000

SECONDARY
ACTIVITY 4: The Program for Exceptional Children will encourage the districts to set up programs which are a part of the school program.

Estimated Cost: No Additional Cost

Sub-Objective No. 3: To increase the number of speech handicapped pupils receiving therapy from 13,000 to 15,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 20 new programs to serve 2,000 speech handicapped pupils.

Estimated Cost: State Aid for 20 Therapists $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 new therapists.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 new speech programs.

Estimated Cost: $1,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for the new therapists.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in establishing an ongoing program of re-evaluation of speech handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 4: To increase the number of emotionally handicapped pupils receiving appropriate educational programs from 300 to 1,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of seven self-contained classes to serve 70 severely emotionally handicapped pupils.

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Estimated Cost: State Aid for 7 Teachers $39,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of seven teachers of self-contained classes.

Estimated Cost: $4,200

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide in-service training for seven teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for seven self-contained classes.

Estimated Cost: $350

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of nine resource programs to serve 180 emotionally handicapped pupils.

Estimated Cost: State Aid for 9 Teachers $50,400

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of nine resource teachers.

Estimated Cost: $5,400

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for nine resource classes.

Estimated Cost: $450

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of four crisis programs to serve a minimum of 80 emotionally handicapped children.

Estimated Cost: State Aid for 4 Teachers $22,400

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of four crisis teachers.

Estimated Cost: $2,400

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for four crisis programs.

Estimated Cost: $200

PRIMARY
ACTIVITY D: The Program For Exceptional Children will provide services for 400 emotionally handicapped children in regular classes.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic-prescriptive teachers to serve 20 pupils each.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 diagnostic-prescriptive programs.

Estimated Cost: $1,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage districts to utilize mental health consultants and special services staff members as sources of aid for the regular classroom teachers who work with emotionally handicapped children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage districts to establish pre-school and junior high school screening programs throughout the state to detect emotional problems (as well as other difficulties).

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Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will provide in-service training for administrators and teachers throughout the state.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six workshops in the school districts of the state to inform administrators and teachers on the nature of the emotionally handicapped child and how to identify and manage him in the regular classroom.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will publish a pamphlet to promote mental hygiene practices in the schools.

Estimated Cost: Printing $2,000

PRIMARY
ACTIVITY G: The Program for Exceptional Children will encourage districts to investigate the juvenile detention homes in each county to ascertain what educational services are being provided.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY H: The Program for Exceptional Children will encourage close working relationships with the elementary and secondary guidance sections of the State Department of Education to enable the emotionally handicapped to receive the services of guidance personnel in the state.

Estimated Cost: No Additional Cost

Sub-Objective No. 5: To increase the number of visually handicapped pupils receiving appropriate educational programs from 100 to 350 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of twelve programs to serve 250 visually handicapped children.

Estimated Cost: State Aid for 12 Teachers $67,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training twelve teachers of the visually handicapped.

Estimated Cost: $7,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for twelve programs.

Estimated Cost: $600

Sub-Objective No. 6: To increase the number of hearing handicapped pupils enrolled in appropriate educational programs from 180 to 500 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of seven self-contained classes serving 70 pupils.

Estimated Cost: State Aid for 7 Teachers $39,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train seven teachers.

Estimated Cost: $4,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for seven classes.

Estimated Cost: $350

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for seven teachers aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will set up three conferences to teach Cued Speech to teachers and parents.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will conduct two days of inservice training for teachers of the hearing handicapped.

Estimated Cost: $300

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in providing services for 75 pupils through the use of 7 itinerant or resource teachers.

Estimated Cost: State Aid for 7 Teachers $39,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of seven teachers.

Estimated Cost: $4,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for seven teachers.

Estimated Cost: $350

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PRIMARY
ACTIVITY E: The Program for Exceptional Children will assist districts in screening all children in eight counties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six conferences to train school personnel and county nurses to screen pupils for hearing difficulties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will assist districts in providing in-depth screening for those who need further testing.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will assist districts in providing preferential seating for 175 pupils who have mild hearing losses.

Estimated Cost: No Additional Cost

Sub-Objective No. 7: To increase the number of orthopedically handicapped pupils receiving appropriate educational services from 300 to 750 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of six programs for 90 orthopedically handicapped pupils.

Estimated Cost: State Aid for 6 Teachers $33,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train two resource teachers and four teachers for self-contained classes.

Estimated Cost: $3,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for six classes.

Estimated Cost: $300

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide two inservice training days for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing for 360 orthopedically handicapped pupils who are enrolled in regular classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will provide inservice training for regular classroom teachers who have orthopedically handicapped pupils in their classrooms.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in making an accurate survey of orthopedically handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 8: To increase the number of learning disabilities pupils enrolled in appropriate educational programs from 400 to 1,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of ten self-contained classes to serve 100 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for ten teacher aides to assist the special class teachers.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $500

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of ten resource programs to serve 200 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $500

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in establishing services for 300 pupils with learning disabilities in regular classes.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of ten diagnostic-prescriptive teachers to serve 30 pupils each.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage school districts to provide consultants to work with regular classroom teachers in identifying and remediating the problems of learning disabled children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will conduct three inservice workshops for teachers and administrators.

Estimated Cost: No Additional Cost

SECOND YEAR ACTIVITIES

Objective for 1972-73: To increase the number of handicapped pupils enrolled in appropriate educational programs from 36,450 to 53,550 by the completion of the 1972-1973 school year.

Sub-Objective No. 1: To increase the number of educable mentally handicapped pupils enrolled in appropriate educational programs from 17,000 to 20,500 by the completion of the 1972-73 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 50 classes to serve 700 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide for the training of 50 teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 classes.

Estimated Cost: $5,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will plan 3 conferences to assist districts in the development of these programs.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 50 resource rooms to serve 1,400 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide for the training of 50 teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing 50 diagnostic/prescriptive programs to serve 1,400 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide for the training of 50 teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 classes.

Estimated Cost: $5,000

Sub-Objective No. 2: To increase the number of trainable mentally handicapped pupils enrolled in appropriate educational programs from 850 to 1,200 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 35 self-contained classes for 350 trainable mentally handicapped pupils.

Estimated Cost: State Aid for 35 teachers $196,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 35 teachers.

Estimated Cost: $21,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 35 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 35 classes.

Estimated Cost: $3,500

Sub-Objective No. 3: To increase the number of speech handicapped pupils receiving therapy from 15,000 to 19,000 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 40 new programs to serve 4,000 speech handicapped pupils.

Estimated Cost: State Aid for 40 therapists $224,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 40 new therapists.

Estimated Cost: $24,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 40 new speech programs.

Estimated Cost: $4,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for the new therapists.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in establishing an ongoing program of re-evaluation of speech handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 4: To increase the number of emotionally handicapped pupils receiving appropriate educational programs from 1,000 to 8,000 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 16 self-contained classes to serve 160 severely emotionally handicapped pupils.

Estimated Cost: State Aid for 16 teachers $89,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 16 teachers of self-contained classes.

Estimated Cost: $9,600

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 16 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 16 self-contained classes.

Estimated Cost: $1,600

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 20 resource programs to serve 400 emotionally handicapped pupils.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 resource teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 resource classes.

Estimated Cost: $2,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of 20 crisis programs to serve a minimum of 400 emotionally handicapped children.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 crisis teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 crisis programs.

Estimated Cost: $2,000

PRIMARY
ACTIVITY D: The Program for Exceptional Children will provide services for 400 emotionally handicapped children in regular classes.

Estimated Cost: State Aid for 20 teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic/prescriptive teachers to serve 20 pupils each.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 diagnostic/prescriptive programs.

Estimated Cost: $2,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage districts to utilize mental health consultants and special services staff members as sources of aid for the regular classroom teachers who work with emotionally handicapped children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage local school districts to conduct research that will determine the effectiveness of the special class, resource room, crisis room, and diagnostic/prescriptive approaches.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will conduct inservice training workshops for the regular class teachers who handle the remaining 5,640 pupils.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Program for Exceptional Children will conduct workshops at

the beginning of the school year for teachers in the special self-contained class, the resource room teachers, the crisis teachers, and the diagnostic/prescriptive teachers.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY H: The Program for Exceptional Children will conduct workshops to explain and encourage the continued use of the mental hygiene pamphlet.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY I: The Program for Exceptional Children will encourage the establishment of additional pre-school and junior high school screening programs to detect emotional problems.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY J: The Program for Exceptional Children will encourage school districts to consider the use of Title I funds to train teachers in the area of emotionally handicapped.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY K: The Program for Exceptional Children will investigate laws regarding permanent expulsion of students from the schools within the state to ascertain if a student permanently expelled has any means of obtaining adequate educational services and to see if the State Superintendent of Education has been informed by the school district of the pupil's expulsion.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY L: The Program for Exceptional Children will explore the possibility of obtaining mandatory legislation which would provide educational

funds for those children who are severely emotionally handicapped and cannot be contained in the public school systems of the state. This measure would provide for children diagnosed by a psychiatrist or child psychologist as autistic or severely psychotic.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY M: The Program for Exceptional Children will encourage provisions for adequate educational programs and supportive treatment of children in juvenile detention centers and correctional institutions.

Estimated Cost: No Additional Cost

Sub-Objective No. 5: To increase the number of visually handicapped pupils receiving appropriate educational programs from 350 to 600 by the completion of the 1972-73 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 12 programs to serve 250 visually handicapped children.

Estimated Cost: State Aid for 12 teachers $67,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 12 teachers of the visually handicapped.

Estimated Cost: $7,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 12 programs.

Estimated Cost: $1,200

Sub-Objective No. 6: To increase the number of hearing handicapped pupils enrolled in appropriate educational programs from 500 to 1,000 by the completion of the 1972-1973 school year.

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PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 11 self-contained classes serving 110 pupils.

Estimated Cost: State Aid for 11 teachers $61,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 11 teachers.

Estimated Cost: $6,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 11 classes.

Estimated Cost: $1,100

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for 11 teacher aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will set up three conferences to teach Cued Speech to teachers and parents.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will conduct two days of inservice training for teachers of the hearing handicapped.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in providing services for 114 pupils through the use of 11 itinerant or resource teachers.

Estimated Cost: State Aid for 11 teachers $61,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 11 teachers.

Estimated Cost: $6,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 11 teachers.

Estimated Cost: $1,100

PRIMARY
ACTIVITY E: The Program for Exceptional Children will assist districts in screening all children in 10 counties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six conferences to train school personnel and county nurses to screen pupils for hearing difficulties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will assist districts in providing in-depth screening for those who need further testing.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will assist districts in providing preferential seating for 276 pupils who have mild hearing losses.

Estimated Cost: No Additional Cost

Sub-Objective No. 7: To increase the number of orthopedically handicapped pupils receiving appropriate educational services from 750 to 1,250 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 7 programs for 100 orthopedically handicapped pupils.

Estimated Cost: State Aid for 7 teachers $39,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 2 resource teachers and 5 teachers for self-contained classes.

Estimated Cost: $4,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 7 classes.

Estimated Cost: $700

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide two inservice training days for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing for 400 orthopedically handicapped pupils who are enrolled in regular classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will provide inservice training for regular classroom teachers who have orthopedically handicapped pupils in their classrooms.

Estimated Cost: No Additional Cost

Sub-Objective No. 8:	To increase the number of learning disabilities pupils enrolled in appropriate educational programs from 1,000 to 2,000 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 10 self-contained classes to serve 100 pupils with learning disabilities.

Estimated Cost: State Aid for 10 teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 10 teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 10 teacher aides to assist the special class teachers.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 10 classes.

Estimated Cost: $1,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 10 resource programs to serve 200 pupils with learning disabilities.

Estimated Cost: State Aid for teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 10 teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 10 classes.

Estimated Cost: $1,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in establishing services for 700 pupils with learning disabilities in regular classes.

Estimated Cost: State Aid for 10 teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the train-

ing of 10 diagnostic/prescriptive teachers.

Estimated Cost: $6,000

SECONDARY ACTIVITY 2: The State Department of Education will provide materials and supplies for 10 classes.

Estimated Cost: $1,000

SECONDARY ACTIVITY 3: The Program for Exceptional Children will encourage school districts to provide consultants to work with regular classroom teachers in identifying and remediating the problems of the learning disabled children.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: The Program for Exceptional Children will encourage school districts to consider the use of Title I funds to train teachers in the area of learning disabilities.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Program for Exceptional Children will encourage districts to increase special service staffs as need dictates.

Estimated Cost: No Additional Cost

THIRD YEAR ACTIVITIES

Objective for 1973-1974: To increase the number of handicapped pupils enrolled in appropriate educational programs from 53,550 to 70,550 by the completion of the 1973-1974 school year.

Sub-Objective No. 1: To increase the number of educable mentally handicapped pupils enrolled in appropriate educational programs from 20,500 to 25,500 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 66 classes to serve 1,000 educable mentally handicapped pupils.

Estimated Cost: State Aid for 66 Teachers $369,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 66 teachers.

Estimated Cost: $39,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 66 classes.

Estimated Cost: $16,500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will plan three conferences to assist districts in the development of these programs.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 72 resource rooms to serve 2,000 educable mentally handicapped pupils.

Estimated Cost: State Aid for 72 Teachers $403,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 72 teachers.

Estimated Cost: $43,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 72 classes.

Estimated Cost: $18,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of 72 diagnostic/prescriptive programs to serve 2,000 educable mentally handicapped pupils.

Estimated Cost: State Aid for 72 Teachers $403,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 72 teachers.

Estimated Cost: $43,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 72 classes.

Estimated Cost: $18,000

Sub-Objective No. 2: To increase the number of trainable mentally handicapped pupils enrolled in appropriate educational programs from 1,200 to 1,600 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 40 self-contained classes for 400 trainable mentally handicapped.

Estimated Cost: State Aid for 40 Teachers $224,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 40 teachers.

Estimated Cost: $24,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 40 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 40 classes.

Estimated Cost: $10,000

Sub-Objective No. 3: To increase the number of speech handicapped pupils receiving therapy from 19,000 to 24,000 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 50 new programs to serve 5,000 speech handicapped pupils.

Estimated Cost: State Aid for 50 Therapists $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 50 new therapists.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 new speech programs.

Estimated Cost: $12,500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for the new therapists.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in establishing an ongoing program of re-evaluation of speech handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 4: To increase the number of emotionally handicapped pupils receiving appropriate educational programs from 8,000 to 11,000 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 32 self-contained classes to serve 320 severely emotionally handicapped pupils.

Estimated Cost: State Aid for 32 Teachers $179,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 32 teachers of self-contained classes.

Estimated Cost: $19,200

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 32 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 32 self-contained classes.

Estimated Cost: $8,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 35 resource programs to serve 700 emotionally handicapped pupils.

Estimated Cost: State Aid for 35 Teachers $196,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the train- of 35 resource teachers.

Estimated Cost: $21,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 35 resource classes.

Estimated Cost: $8,750

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of 33 crisis programs to serve a minimum of 660 emotionally handicapped children

Estimated Cost: State Aid for 33 Teachers $184,800

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 33 crisis teachers.

Estimated Cost: $19,800

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SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 33 crisis programs.

Estimated Cost: $8,250

PRIMARY
ACTIVITY D: The Program for Exceptional Children will provide services for 800 emotionally handicapped children in regular classes.

Estimated Cost: State Aid for 40 Teachers $224,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 40 diagnostic/prescriptive teachers to serve 20 pupils each.

Estimated Cost: $24,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 40 diagnostic/prescriptive programs.

Estimated Cost: $10,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage districts to utilize mental health consultants and special services staff members as sources of aid for the regular classroom teachers who work with emotionally handicapped children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage districts to conduct research that will determine the effectiveness of the special class, resource room, crisis room and diagnostic/prescriptive approaches.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will encourage districts to require that special service staff members render supportive services to 520 emotionally handicapped children in regular classes.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Program for Exceptional Children will conduct workshops to explain and encourage the continued use of the mental hygiene pamphlet.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY H: The Program for Exceptional Children will conduct workshops throughout the state on the nature of the emotionally handicapped child and the use of the mental hygiene pamphlet distributed by the State Department of Education.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The Program for Exceptional Children will work closely with the elementary and secondary sections of the State Department of Education to determine availability of adequate materials and guidance services to help the emotionally handicapped pupil.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY J: The Program for Exceptional Children will evaluate already established programs throughout the State to determine if proper educational and behavioral techniques are being utilized.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY K: The Program for Exceptional Children will review what steps have been taken in providing mandatory education for the seriously emotionally handicapped child.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY L: The Program for Exceptional Children will review and determine what has been effected at the State and local school district level to provide for the permanently expelled pupil.

Estimated Cost: No Additional Cost

Sub-Objective No. 5: To increase the number of hearing handicapped pupils enrolled in appropriate educational programs from 1,000 to 2,200 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 17 self-contained classes serving 172 pupils.

Estimated Cost: State Aid for 17 Teachers $95,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 17 teachers.

Estimated Cost: $10,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 17 classes.

Estimated Cost: $4,250

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for 17 teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in providing services for 172 pupils through the use of 17 itinerant or resource teachers.

Estimated Cost: State Aid for 17 Teachers $95,200

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SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the train- of 17 teachers.

Estimated Cost: $10,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 17 teachers.

Estimated Cost: $4,250

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for 17 teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will plan three conferences to teach Cued Speech to teachers and parents.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in screening all children in 12 counties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six conferences to train school personnel and county nurses to screen pupils for hearing difficulties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will assist districts in providing in-depth screening for those who need further testing.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will assist districts in providing preferential seating for 856 pupils who have mild hearing losses.

Estimated Cost: No Additional Cost

Sub-Objective No. 6: To increase the number of orthopedically handicapped pupils receiving appropriate educational services from 1,250 to 2,250 by 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 15 programs for 200 orthopedically handicapped pupils.

Estimated Cost: State Aid for 15 Teachers $84,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 5 resource teachers and 10 teachers for self-contained classes.

Estimated Cost: $9,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 15 classes

Estimated Cost: $3,750

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide two inservice training days for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing for 800 orthopedically handicapped pupils who are enrolled in regular classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will provide inservice training for regular classroom teachers who have orthopedically handicapped pupils in their classrooms.

Estimated Cost: No Additional Cost

Sub-Objective No. 7: To increase the number of learning disabilities pupils enrolled in appropriate educational programs from 2,000 to 4,000 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 20 self-contained classes to serve 200 pupils with learning disabilities.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 20 teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 10 teacher aides to assist the special class teachers.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 20 resource programs to serve 400 pupils with learning disabilities.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 20 teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in establishing services for the remaining pupils with learning disabilities in regular classes.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic/prescriptive teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $5,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage school districts to provide consultants to work with regular classroom teachers in identifying and remediating the problems of learning disabled children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will publish a brochure concerning the needs and nature of pupils with learning disabilities.

Estimated Cost: $2,000

PRIMARY
ACTIVITY E: The Program for Exceptional Children will hold workshops for teachers and administrators throughout the state to discuss the contents of the brochure.

Estimated Cost: No Additional Cost

FOURTH YEAR ACTIVITIES

Objective for 1974-1975: To increase the number of handicapped pupils enrolled in appropriate educational programs from 70,550 to 86,450 by the completion of the 1974-1975 school year.

Sub-Objective No. 1: To increase the number of educable mentally handicapped pupils enrolled in appropriate educational programs from 25,500 to 30,000 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 60 self-contained classes to serve 900 educable mentally handicapped pupils.

Estimated Cost: State Aid for 60 Teachers $336,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 60 teachers.

Estimated Cost: $36,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide funds for materials and supplies for 60 teachers.

Estimated Cost: $15,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will plan three conferences to assist districts in the development of these programs.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 64 resource rooms to serve 1800 pupils.

Estimated Cost: State Aid for 64 Teachers $358,400

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 64 teachers.

Estimated Cost: $38,400

SECONDARY
ACTIVITY 2: The State Department of Education will provide funds for materials and supplies for 64 teachers.

Estimated Cost: $16,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing services for 1800 pupils through the establishment of 64 diagnostic/prescriptive programs.

Estimated Cost: State Aid for 64 Programs $358,400

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 64 teachers.

Estimated Cost: $38,400

SECONDARY
ACTIVITY 2: The State Department of Education will provide funds for materials and supplies for 64 teachers.

Estimated Cost: $16,000

Sub-Objective No. 2: To increase the number of trainable mentally handicapped pupils enrolled in appropriate educational programs from 1,600 to 1,800 by the completion of the 1974-1975.

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PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist in the establishment of 20 self-contained classes for 200 trainable mentally handicapped.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 20 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $5,000

Sub-Objective No. 3: To increase the number of speech handicapped pupils enrolled in appropriate educational programs from 24,000 to 29,000 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 50 new programs to serve 5,000 speech handicapped pupils.

Estimated Cost: State Aid for 50 new therapist $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 50 new therapists.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 new therapists.

Estimated Cost: $12,500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for the new therapists.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in establishing an ongoing program of reevaluation of speech handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 4:	To increase the number of emotionally handicapped pupils enrolled in appropriate educational programs from 11,000 to 13,000 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist in the establishment of 14 self-contained classes to serve 140 severely emotionally handicapped pupils.

Estimated Cost: State Aid for 14 Teachers $78,400

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training 14 teachers.

Estimated Cost: $8,400

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 14 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 14 classes.

Estimated Cost: $3,500

PRIMARY
ACTIVITY B: The State Department of Education will assist in the establishment of 20 resource programs to serve 400 emotionally handicapped pupils.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 resource teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 resource classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist in the establishment of 16 crisis programs to serve 320 pupils.

Estimated Cost: State Aid for 16 Teachers $89,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 16 crisis teachers.

Estimated Cost: $9,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 16 crisis programs.

Estimated Cost: $4,000

PRIMARY
ACTIVITY D: The Program for Exceptional Children will provide services for 1,140 emotionally handicapped children in regular classes.

Estimated Cost: State Aid for 20 teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic/prescriptive teachers to serve 20 pupils each.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 diagnostic/prescriptive programs.

Estimated Cost: $5,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage districts to utilize mental health consultants and special services staff members as sources of aid for the regular classroom teachers who work with emotionally handicapped children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage local school districts to conduct research that will determine the effectiveness of the special class, resource room, crisis room and diagnostic/prescriptive approaches.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY F: The Program for Exceptional Children will evaluate already established and newly established programs throughout the State to determine if proper educational and behavioral techniques are being utilized.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY G: The Program for Exceptional Children will determine if a 3 percent incidence level is correct in estimating how many emotionally handicapped pupils need to be served. (This procedure could be effected by requiring counties to submit an estimate of the number of children identified as emotionally handicapped and the number of programs set up to meet their needs.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY H: The Program for Exceptional Children will ascertain how many teachers of the emotionally handicapped are certified by 1975 and see that the colleges and universities of the State are providing adequate graduate and undergraduate programs.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY I: The Program for Exceptional Children will determine if the school districts have added adequate special services personnel and consultants during the five-year period.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY J: The Program for Exceptional Children will determine if funds allocated for teacher training programs were sufficient during the five-year planning period.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY K: The Program for Exceptional Children will continue planning at both the State Department level and in the local school districts to provide new and additional services for the emotionally handicapped pupil.

Estimated Cost: No Additional Cost

Sub-Objective No. 5: To increase the number of hearing handicapped pupils enrolled in appropriate educational programs from 2,200 to 3,800 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 22 self-contained classes to serve 228 pupils.

Estimated Cost: State Aid for 22 Teachers $123,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 22 teachers.

Estimated Cost: $13,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 22 classes.

Estimated Cost: $5,500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for 22 teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will set up three conferences to teach Cued Speech to teachers and parents.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing services for 228 pupils through the use of 22 itinerant or resource teachers.

Estimated Cost: State Aid for 22 Teachers $123,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 22 teachers

Estimated Cost: $13,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 22 teachers.

Estimated Cost: $5,500

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in screening all children in 16 counties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six conferences to train school personnel and county nurses to screen pupils for hearing difficulties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will assist districts in providing in-depth screening for those who need further testing.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will assist districts in providing preferential seating for 1,144 pupils who have mild hearing losses.

Estimated Cost: No Additional Cost

Sub-Objective No. 6:	To increase the number of orthopedically handicapped pupils enrolled in appropriate educational programs from 2,250 to 2,850 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 7 programs for 126 orthopedically handicapped pupils.

Estimated Cost: State Aid for 7 Teachers $39,200

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train three resource teachers to serve 66 pupils and 4 teachers for self-contained classes to serve 60 pupils.

Estimated Cost: $4,200

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 7 classes.

Estimated Cost: $1,750

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide two inservice training days for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing for 474 orthopedically handicapped pupils who are enrolled in regular classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will provide inservice training for regular classroom teachers who have orthopedically handicapped pupils in their classrooms.

Estimated Cost: No Additional Cost

Sub-Objective No. 7: To increase the number of learning disabilities pupils enrolled in appropriate educational programs from 4,000 to 6,000 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of ten self-contained classes to serve 100 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for ten teacher aides to assist with special class teachers.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $2,500

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide ten resource programs to serve 200 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $2,500

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in establishing services in regular classes for the remaining pupils with learning disabilities.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic/prescriptive teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 programs.

Estimated Cost: $5,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage school districts

to support regular classroom teachers serving learning disabled children with special consultants and members of the Special Service Staff.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY D: The Program for Exceptional Children will evaluate existing learning disabilities programs to determine what changes, if any, should be made in the future.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY E: The Program for Exceptional Children will determine whether a [redacted] incidence level is correct for estimating the number of adequate programs needed to serve the learning disabled child.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY F: The Program for Exceptional Children will ascertain how many teachers of the learning disabled are certified by 1975 and determine whether or not colleges in the state are providing adequate training programs for teachers at graduate and undergraduate levels.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY G: The Program for Exceptional Children will determine if the school districts have added adequate special services and consultants during the five-year planning period.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY H: The Program for Exceptional Children will determine if funds allocated for teacher training programs were sufficient during the five-year planning period.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The Program for Exceptional Children will continue planning a both the State Department of Education level and in the local school districts to provide new and additional programs for the learning disabled.

Estimated Cost: No Additional Cost

FIFTH YEAR ACTIVITIES

Objective for 1975-1976: To increase the number of handicapped pupils enrolled in appropriate educational programs from 86,450 to 104,000 by the completion of the 1975-1976 school year.

Sub-Objective No. 1: To increase the number of educable mentally handicapped pupils enrolled in appropriate educational programs from 30,000 to 33,500 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 50 classes to serve 700 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 50 teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 classes.

Estimated Cost: $25,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will plan three conferences to assist districts in the development of these programs.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 50 resource programs to serve 1,400 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 50 resource teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 resource classes.

Estimated Cost: $25,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of 50 diagnostic/prescriptive programs to serve a minimum of 1,400 educable mentally handicapped pupils.

Estimated Cost: State Aid for 50 Teachers $280,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 50 teachers.

Estimated Cost: $30,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 50 diagnostic/prescriptive programs.

Estimated Cost: $25,000

Sub-Objective No. 2: To increase the number of trainable mentally handicapped pupils enrolled in appropriate educational programs from 1,800 to 2,000 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 20 self-contained classes for 200 trainable mentally handicapped pupils.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for 20 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 20 classes.

Estimated Cost: $10,000

Sub-Objective No. 3: To increase the number of speech handicapped pupils receiving therapy from 29,000 to 33,500 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 45 new programs to serve 4,500 speech handicapped pupils.

Estimated Cost: State Aid for 45 Therapists $252,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 45 new therapists.

Estimated Cost: $27,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 45 new speech programs.

Estimated Cost: $22,500

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will provide inservice training for the new therapists.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in establishing an ongoing program of re-evaluation of speech handicapped pupils.

Estimated Cost: No Additional Cost

Sub-Objective No. 4: To increase the number of emotionally handicapped pupils receiving appropriate educational programs from 13,000 to 20,000 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 16 self-contained classes to serve 160 severely emotionally handicapped pupils.

Estimated Cost: State Aid for 16 Teachers $89,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 16 teachers.

Estimated Cost: $9,600

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide in-service training for 16 teacher aides to assist in the self-contained classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for 16 self-contained classes.

Estimated Cost: $8,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of 15 resource programs to serve 300 emotionally

handicapped pupils.

Estimated Cost: State Aid for 15 Teachers $84,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 15 resource teachers.

Estimated Cost: $9,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 15 resource classes.

Estimated Cost: $7,500

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in the establishment of 13 crisis programs to serve a minimum of 260 emotionally handicapped pupils.

Estimated Cost: State Aid for 13 Teachers $72,800

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 13 crisis teachers.

Estimated Cost: $7,800

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 13 crisis programs.

Estimated Cost: $6,500

PRIMARY
ACTIVITY D: The Program for Exceptional Children will provide services for 400 emotionally handicapped children in regular classes.

Estimated Cost: State Aid for 20 Teachers $112,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 20 diagnostic/prescriptive teachers.

Estimated Cost: $12,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 20 diagnostic-prescriptive programs.

Estimated Cost: $10,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage districts to utilize mental health consultants and special services staff members as sources of aid for the regular classroom teachers who work with emotionally handicapped children.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage districts to establish additional pre-school and junior high school screening programs throughout the state to detect emotional problems (as well as other difficulties).

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Program for Exceptional Children will conduct in-service training workshops for the regular class teachers who handle the remaining 5,880 pupils.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY G: The Program for Exceptional Children will conduct workshops at the beginning of the school year for teachers in the special self-contained class, the resource room teachers, the crisis teachers, and the diagnostic/prescriptive teachers.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY H: The Program for Exceptional Children will encourage local school districts to conduct research that will determine the effectiveness of the special class, resource room, crisis room and diagnostic/

prescriptive approaches.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY I: The Program for Exceptional Children will conduct workshops to explain and encourage the continued use of the mental hygiene pamphlet.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY J: The Program for Exceptional Children will encourage school districts to consider the use of Title I funds to train teachers in the area of emotionally handicapped.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY K: The Program for Exceptional Children will investigate laws regarding permanent expulsion of students from the schools within the state to ascertain if a student permanently expelled has any means of obtaining adequate educational services and to see if the State Superintendent of Education has been informed by the school district of the pupil's expulsion.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY L: The Program for Exceptional Children will explore the possibility of obtaining mandatory legislation which would provide educational funds for those children who are severely emotionally handicapped and cannot be contained in the public school systems of the state.

This measure would provide for children diagnosed by a psychiatrist or child psychologist as autistic or severely psychotic.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY M: The Program for Exceptional Children will encourage provisions for adequate educational programs and supportive treatment of children in juvenile detention centers and correctional institutions.

Estimated Cost: No Additional Cost

Sub-Objective No. 5: To increase the number of hearing handicapped pupils enrolled in appropriate educational programs from 3,800 to 4,600 by the completion of the 1975-1976 school year.

PRIMARY ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 11 self-contained classes serving 114 hearing handicapped pupils.

Estimated Cost: State Aid for 11 Teachers $61,600

SECONDARY ACTIVITY 1: The State Department of Education will provide funds to train 11 teachers.

Estimated Cost: $6,600

SECONDARY ACTIVITY 2: The State Department of Education will provide materials and supplies for 11 classes.

Estimated Cost: $5,500

SECONDARY ACTIVITY 3: The Program for Exceptional Children will provide inservice training for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY B: The Program for Exceptional Children will set up three conferences

to teach Cued Speech to teachers and parents.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing services for 114 hearing handicapped pupils through the use of 11 itinerant or resource teachers.

Estimated Cost: State Aid for 11 Teachers $61,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of 11 teachers.

Estimated Cost: $6,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for 11 classes.

Estimated Cost: $5,500

PRIMARY
ACTIVITY D: The Program for Exceptional Children will assist districts in screening all children in 16 additional counties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will conduct six conferences to train school personnel and county nurses to screen pupils for hearing difficulties.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will assist districts in providing in-depth screening.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will assist districts in providing preferential seating for 572 pupils who have mild hearing losses.

Estimated Cost: No Additional Cost

Sub-Objective No. 6: To increase the number of orthopedically handicapped pupils receiving appropriate educational services from 2,850 to 3,400 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of 6 programs for 122 orthopedically handicapped pupils.

Estimated Cost: State Aid for 6 Teachers $33,600

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds to train 2 resource teachers and 4 teachers for self-contained classes.

Estimated Cost: $3,600

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for six classes.

Estimated Cost: $3,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will provide two inservice training days for teachers and aides.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in providing for 428 orthopedically handicapped pupils who are enrolled in regular classes.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Program for Exceptional Children will provide inservice training for regular classroom teachers who have orthopedically handicapped pupils in their classrooms.

Estimated Cost: No Additional Cost

Sub-Objective No. 7: To increase the number of learning disabilities pupils enrolled in appropriate educational programs from 6,000 to 7,000 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Program for Exceptional Children will assist districts in the establishment of ten self-contained classes to serve 100 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The Program for Exceptional Children will provide inservice training for ten teacher aides to assist the special class teachers.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 3: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY B: The Program for Exceptional Children will assist districts in the establishment of ten resource programs to serve 200 pupils with learning disabilities.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for training ten teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $5,000

PRIMARY
ACTIVITY C: The Program for Exceptional Children will assist districts in establishing services for the remaining children with learning disabilities in regular classes through the use of ten diagnostic/prescriptive teachers.

Estimated Cost: State Aid for 10 Teachers $56,000

SECONDARY
ACTIVITY 1: The State Department of Education will provide funds for the training of ten diagnostic-prescriptive teachers.

Estimated Cost: $6,000

SECONDARY
ACTIVITY 2: The State Department of Education will provide materials and supplies for ten classes.

Estimated Cost: $5,000

SECONDARY
ACTIVITY 3: The Program for Exceptional Children will encourage local districts to support regular classroom teachers serving learning disabled pupils with special consultants and members of the Special Services staff.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Program for Exceptional Children will encourage school districts to consider the use of Title I funds to train teachers in the area of learning disabilities.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY E: The Program for Exceptional Children will encourage districts to increase special services staffs as need dictates.

Estimated Cost: No Additional Cost

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PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS, RECOMMENDATIONS AND DEFINITIONS

1. It is assumed that data provided to this committee is systematically accurate. However, this must remain an assumption since there has been no comprehensive verification of enrollment data.
2. For purposes of this evaluation, an "appropriate educational program" for children with a given handicap is defined as a program which exhibits each characteristic identified by the State Department of Education for that specific disability program.
3. A pupil receiving "therapy" implies that the person is in an environment which exhibits, both from the standpoint of physical and social characteristics, the unique combination of qualities specified by the State Department of Education for pupils with that specific disability.
4. A person who "receives appropriate educational services" is a pupil who is provided with motivational and/or instructional influences in accordance with the defined characteristics of these specific programs. It is presumed that a complete specification of the influences on the child who "receives appropriate educational services" does exist and that this specification will serve as a basis for inclusion or exclusion of specific children in specific programs from the enrollment totals.
5. The Cumulative Report of Local School Principal to County and State Superintendent will be modified so that all pupils with a handicapping condition (as described in No. 4 above) who are served through these programs will be identified. This report will be modified so that the "grade" classification includes only the students who are not handicapped. Handicapped children, whether they are in a class composed only of handicapped children or not, should be added to the "special" portion of this report.

6. The "special" classification of the Cumulative Report of Local School Principal to County and State Superintendent will be expanded to provide a place for the entry of speech handicapped children.

STATUS (BENCH MARK DATA)

The numbers of educable mentally retarded children and children with learning disabilities are derived from the number of teachers employed and an estimate of the average number of children served by each teacher. The numbers of children in other disability classifications are derived from data sources which indicate actual student enrollment.

CRITERIA

1. The enrollment of students in each program for the handicapped will be determined.
2. Data for these enrollment measures will be based on the revised instrument used to collect the ten-day enrollment during the sixth thirty-day reporting period.
3. Each group of students who are receiving either a special program in a special class or students who suffer from the same disability but are in a class with nonhandicapped students will constitute a population to be determined by a statewide summation of all children possessing the same disability who are enrolled in the public schools at the end of the 1972 school year.
4. On August 1, 1972, data will be obtained from the Office of Research which provides total enrollments of students in the public schools in each disability category.

DISCREPANCY

The differences between the criteria (projected enrollment goals) and the new status (actual enrollment by disability) will be placed into the following format by program objective.

RESTATEMENT OF OBJECTIVES

Sub-objective No.1: To increase the number of Educable Mentally Handicapped pupils enrolled in appropriate educational programs from 14,500 to 17,000 by the completion of the 1971-72 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
14,500	17,000	_____	_____

Sub-objective No.2: To increase the number of Trainable Mentally Handicapped pupils enrolled in appropriate educational programs from 650 to 850 by the completion of the 1971-72 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level Of Achievement (New Status)	Discrepancy (Criteria-New Status)
650	850	_____	_____

Sub-objective No. 3: To increase the number of Speech Handicapped pupils receiving therapy from 13,000 to 15,000 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
13,000	15,000	_____	_____

Sub-objective No.4: To increase the number of Emotionally Handicapped pupils receiving appropriate educational programs from 300 to 1,000 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
300	1,000	_____	_____

Sub-objective No.5: To increase the number of Visually Handicapped pupils receiving appropriate educational programs from 100 to 350 by the completion of the 1971-72 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
100	350	_____	_____

Sub-objective No.6: To increase the number of Hearing Handicapped pupils enrolled in appropriate educational programs from 180 to 500 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
180	500	_____	_____

Sub-objective No.7: To increase the number of Orthopedically Handicapped pupils receiving appropriate educational services from 300 to 750 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
300	750	_____	_____

Sub-objective No.8: To increase the number of pupils with Learning Disabilities enrolled in appropriate educational programs from 400 to 1,000 by the completion of the 1971-1972 school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
400	1,000	_____	_____

ADDENDUM

A mid-year evaluation of the success of this program will be based on data from the second thirty-day Cumulative Report of Local School Principal to County and State Superintendent. By January 21, 1972 data from the second thirty-day accounting period will be available in the Office of Research. A simple summation of the number of students enrolled as shown by each disability classification in the modified Cumulative Report will be summed for a statewide total. A projection from the increase in enrollment during the first half of the school year to increases in enrollment for the full school year will be included in the mid-year evaluation report. This evaluation will be completed by February 1, 1972.

1975

Objectives for South Carolina Public Schools

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A Five Year Plan

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To Increase the Enrollment of South Carolina Adults in Basic and High School Programs

1975 OBJECTIVE FOR SOUTH CAROLINA PUBLIC SCHOOLS

MAJOR OBJECTIVE:	To increase Adult Education enrollment from 40,000 to 80,000 by 1976.

INTRODUCTION

The Adult Education program in South Carolina currently has some 40,000 adults enrolled in basic and high school completion programs. This enrollment approximates the annual dropout rate of our public school system. South Carolina must concentrate on this undereducated population and give them an education base from which continued learning might evolve.

The area of basic education is the most difficult in which to secure enrollees. Conventional methods and conventional programs have during the past several years succeeded in holding a status quo in adult basic education enrollment at approximately 13,000.

The State Board of Education, realizing that these problems can only be solved by imaginative new steps, created a stimulus for change by establishing an Adult Education goal for 1975-1976 of doubling Adult Education and Basic and High School enrollments. When one considers that for 1966-1970 these enrollments were generally in the 32,000 to 35,000 range and reasonably static, one appreciates the magnitude of the undertaking. For 1970-1971 these enrollments may move upward to 40,000 in number.

PART I ACTIVITIES

FIRST YEAR ACTIVITIES

Objective for 1971-1972:	To increase the number of Adult Education enrollees from 40,000 to 55,000 by the completion of the 1971-1972 school year.

Sub-Objective No. 1:	To increase basic enrollment from 14,000 to 20,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will require that programs have an average daily attendance of 15 students per teaching position funded rather than the present 10 average daily attendance. This change in formula will provide for the enrollment of 50% more students on the same allocation.

PRIMARY
ACTIVITY B: The Office of Adult Education will plan and implement a program of student recruitment.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 1: The Office of Adult Education will obtain from the Department of Public Welfare staff and case workers, the names and addresses of referrals receiving welfare aid. The Office of Adult Education will work directly with local school officials to enroll these persons in Adult Education programs.

Estimated Cost: No Additional Cost

SECONDARY
ACTIVITY 2: The Office of Adult Education will maximize the use of volunteer services by a closer coordination with selected religious, social

and civic groups through conferences with the state leadership of these groups.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 3: The Office of Adult Education will expand its program of public relations through the news media, through service agencies, public and private, and through the churches. Community group presentations, prepared information sheets, and advertisements through television, radio, and newspapers will be utilized to attract potential enrollees.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 4: The Office of Adult Education will strengthen and expand the Adult Education program through consultative and supervisory assistance in the areas of organization, program planning, utilization of resources, and recruitment.

Estimated Cost: No Additional Cost

PRIMARY ACTIVITY C: The staff of the Office of Adult Education will review current instructional materials appropriate for instruction of adults.

SECONDARY ACTIVITY 1: The staff will review current learning materials and develop a guide for use at the local level. This will include current state adopted materials, teacher made materials, and other promising supplemental materials.

Estimated Cost:		
	Printing	$1,000
	Mailing	100
		$1,100

SECONDARY ACTIVITY 2: The staff will conduct a series of regional conferences in September with local leaders responsible for adult programs to review program

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plans and promising materials.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Staff will develop a plan for establishing an all day center using current base of teacher-hour-of-instruction and obtain agreement from one district to pilot test the program.

Estimated Cost: No Additional Cost

Sub-Objective No. 2:	To increase high school completion enrollment from 26,000 to 35,000 by the completion of the 1971-1972 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will require that programs have an average daily attendance of 15 students per teaching position funded rather than the present 10 average daily attendance. This change in formula will provide for the enrollment of 50% more students on the same allocation.

PRIMARY
ACTIVITY B: The Office of Adult Education will increase GED participation by creating activities designed to make more people aware of the GED program.

SECONDARY
ACTIVITY 1: The Office of Adult Education will promote at the local levels free diagnostic and confidential examinations to anyone who would like to know his level of achievement and possibilities for passing the GED examination. Plans will also be made to provide a course of instruction designed to prepare the adult in the shortest time possible.

Estimated Cost: $12,000 of materials funds (120 districts/TEC centers/Other Agencies x 25 reusable instruments plus materials, keys, answer sheets = $12,000)

SECONDARY ACTIVITY 2: Learning labs will be open during daylight hours in at least one town/city in each county at least a part of two days of each week during the Adult Education school year.

Estimated Cost: No Additional Cost

SECONDARY ACTIVITY 3: Special attention will be given to recruiting persons for the TV High School series.

Estimated Cost: No Additional Cost

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EXPLANATION:

In this and subsequent years, programs which proved successful would be continued. Those which proved unsuccessful would be reevaluated and redesigned or dropped.

In developing a cost basis, average attendance had to be converted into an enrollment equivalent. The Office of Adult Education posits that an enrollment of 20 per class will assure an average daily attendance of 15.

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Objective for 1972-1973: To increase the number of Adult Education enrollees from 55,000 to 63,000 by the completion of the 1972-1973 school year.

Sub-Objective No. 1: To increase basic enrollment from 20,000 to 23,000 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will open at least one comprehensive all-day education center in one metropolitan area of South Carolina. The program will offer a morning cycle of classes, an afternoon cycle of classes, and an evening cycle of classes. This would include the possibilities of GED programs, basic education programs, high school diploma programs, and would include vocational opportunity courses. The building used for these purposes could quite possibly be an already constructed public school building which is no longer in use. The local school district in which this adult education center will be located shall provide the building for this program and the state adult education office will reimburse the district for the operational costs of the program including utilities. This program will make available adult education opportunities in the morning and in the afternoon when children are normally in school, and many parents, particularly women, have their free time.

SECONDARY
ACTIVITY 1: The Office of Adult Education will provide a staff of 6 full-time and 6 part-time teachers plus costs for administrative services and supplies to serve the over 500 students enrolled in the comprehensive all-day center.

Estimated Cost: $65,480

Personnel -

6 full-time teachers @ $7,000	= $42,000
6 part-time teachers x 120 hrs. per year x $7 per hour	= 5,040

Other Costs -

180 days x 6 hrs. per day x 6 teachers = 6,480 x $2 per hr.	= 12,960
180 days x 6 hrs. per day x 6 teachers = 6,480 x $1 per hr.	= 6,480
	$65,480

SECONDARY
ACTIVITY 2: The Office of Adult Education will plan and implement a program of student recruitment specifically geared to this all-day center.

Estimated Cost: Newspaper, Radio and TV Commercial Time = $1,000

PRIMARY
ACTIVITY B: The Office of Adult Education will provide teacher aides for 4 programs thus allowing more adults to be served at base per pupil cost.

Estimated Cost: 40 aides x 4 hours per week x 30 weeks x $2 per hour = $19,200.

SECONDARY
ACTIVITY 1: The Office of Adult Education will provide preservice training for each aide employed.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY C: The Office of Adult Education will provide transportation of Adult Basic Education students on a limited basis for 4 programs in the state where there is a need for transportation from isolated areas to the Adult Education Center. Modest mileage allowance to persons bringing in four persons and themselves to Adult Basic Education classes would be allowed. Round trip mileage costs to and from the programs would be funded.

Estimated Cost: 4 programs x 40 cars x 60 days x 10 miles per day x 9¢ per mile = $4,320.

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SECONDARY
ACTIVITY 1: The Office of Adult Education will establish guidelines for determining eligibility for transportation funding.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY D: The Office of Adult Education will jointly fund Basic Adult Education programs in all vocational rehabilitation centers. The Office of Adult Education will supply the materials and three instructors' salaries. Vocational Rehabilitation will pay all other costs associated with such programs.

Estimated Cost: This would be a $25,500 allocation process. Three positions @ $7,500 per 12 months year, 6 sets of basic materials @ $500.

SECONDARY
ACTIVITY 1: The Office of Adult Education will provide training in use of learning lab materials for Vocational Rehabilitation personnel.

Estimated Cost: To be borne by Vocational Rehabilitation.

PRIMARY
ACTIVITY E: The Office of Adult Education will initiate a new program of in-home instruction. The Office will provide an instructional program for adults who will not leave their homes to gain an education. These teachers will go into the home to teach. Full-time persons will be required in order to adequately serve the needs of this proposed program. We will make this service available to four local Adult Education programs and provide one teacher and three para-professionals for each of the four programs.

Estimated Cost: $40,000

SECONDARY
ACTIVITY 1: The Office of Adult Education will ask County and District Public School Attendance Teachers to furnish lists of potential parents to visit.

Estimated Cost: No Additional Cost

PRIMARY
ACTIVITY F: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $61,527 in new funds.

Sub-Objective No. 2: To increase high school enrollment from 35,000 to 40,000 by the completion of the 1972-1973 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will allocate $100,000 with the understanding that this amount will be matched by the Office of Vocational Education in order that adult vocational programs may be provided to operate in concert with adult basic and high school programs.

Estimated Cost: No new Adult Education costs. $100,000 in current funds redirected will serve as the Office of Adult Education's share of this $200,000.

SECONDARY
ACTIVITY 1: The Office of Adult Education and Vocational Education will jointly evaluate project proposals submitted and select the programs to serve these comprehensive Adult Education functions.

PRIMARY
ACTIVITY B: Same as Second Year, Sub-Objective No. 1, Primary Activity A.

PRIMARY
ACTIVITY C: The Office of Adult Education will implement a public service television recruiting program. This would entail extensive use of spot announcements on commercial television, as well as educational television. Concurrently, running with these television commercials for adult education, would be radio spot announcements.

Estimated Cost: This activity would require $15,000 in new funds.

PRIMARY ACTIVITY D: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $236,473 in new funds.

THIRD YEAR ACTIVITIES

Objective for 1973-1974: To increase the number of Adult Education enrollees from 63,000 to 69,000 by the completion of the 1973-1974 school year.

Sub-Objective No. 1: To increase basic enrollment from 23,000 to 25,000 by the completion of the 1973-1974 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will expand the use of teacher aides to 8 more South Carolina adult education programs bringing the total number involved to 12.

Estimated Cost: 80 new aides plus training for 150 = $50,000 per year in new funds.

SECONDARY
ACTIVITY 1: A one-week preservice training clinic will be held concurrently in four regions of the State to train these 150 Adult Basic Education aides. The State Department of Education and selected Adult Basic Education veteran teachers will handle the training of these aides.

Estimated Cost: Included in Primary Activity A ($50,000 figure)

PRIMARY
ACTIVITY B: The Office of Adult Education will provide funds and support adult education recruiters for 8 more low participation areas in 1973-1974.

SECONDARY
ACTIVITY 1: Volunteer recruiting services will be requested from local service agencies and organizations.

Estimated Cost: Transportation costs incurred = $1,000.

PRIMARY
ACTIVITY C: The Office of Adult Education will initiate a more extensive involvement with minority group agencies in having, or establishing

in-house adult education programs. Examples would be an extension of the kinds of services provided by Project Assist/Action of the Columbia Urban League or the South Carolina Literacy Association.

Estimated Cost: This activity will require $50,000 in new funds for teachers' salaries, administration costs, and purchase of materials.

PRIMARY ACTIVITY D: The Office of Adult Education will extend homebound instruction to 8 more programs, bringing the total to 12.

Estimated Cost: This activity will require $80,000 in new funds.

PRIMARY ACTIVITY E: The Office of Adult Education will provide transportation to 8 more programs, bringing the total involved to 12 adult education programs.

Estimated Cost: This activity will require $8,640 in new funds.

PRIMARY ACTIVITY F: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $5,722 in new funds.

Sub-Objective No. 2: To increase high school enrollment from 40,000 to 44,000 by the completion of the 1973-1974 school year.

PRIMARY ACTIVITY A: The Office of Adult Education will increase to $200,000 its share of a cooperative program with the Office of Vocational Education. Vocational Education will contribute a similar $200,000 share for establishing a $400,000 account from which cooperative adult education, vocational education adult programs could be funded.

Estimated Cost: This activity will require $100,000 in new funds.

SECONDARY
ACTIVITY 1: Same as Second Year, Sub-Objective No. 2, Primary Activity A, Secondary Activity No. 1.

PRIMARY
ACTIVITY B: Same as Third Year, Sub-Objective No. 1, Primary Activity B.

PRIMARY
ACTIVITY C: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $175,358 in new funds.

FOURTH YEAR ACTIVITIES

Objective for 1974-1975: To increase the number of Adult Education enrollees from 69,000 to 74,500 by the completion of the 1974-1975 school year.

Sub-Objective No. 1: To increase basic enrollment from 25,000 to 26,500 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will add 2 additional all-day comprehensive adult education centers.

Estimated Cost: This activity will require $131,960 in new funds.

PRIMARY
ACTIVITY B: The Office of Adult Education will add teacher aides in 8 more adult education programs of the State, bringing the total involvement to 20 programs.

Estimated Cost: This activity will require $50,000 in new funds.

PRIMARY
ACTIVITY C: The Office of Adult Education will extend the use of homebound instructors to 8 more programs, bringing the total involvement to 20 programs.

Estimated Cost: This activity will require $80,000 in new funds.

Sub-Objective No. 2: To increase high school enrollment from 44,000 to 48,000 by the completion of the 1974-1975 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will provide transportation to 8 more programs, bringing the total involvement to 20 adult education programs.

Estimated Cost: This activity will require $8,640 in new funds.

PRIMARY
ACTIVITY B: The Office of Adult Education will establish learning labs which will be open and available to serve the needs of the adult education population in the area during the day and evening hours and adequately staffed in every town with a population of 2,500 or more people in South Carolina. These would not be comprehensive adult education all-day centers, but it would be a means by which adults could enroll in basic and general education development programs. The end goals of these programs would be the successful pursuit of the equivalency certificate. This would then make adult education programs available throughout most of South Carolina. The staffing of these programs could probably be handled by either retired teachers or personnel with junior college level training, and some additional inservice programs in adult education methods.

Estimated Cost: 50 towns x 240 hours x $5 per hour = $60,000 in new funds.

SECONDARY
ACTIVITY 1: The Office of Adult Education will implement a public service television recruiting program. This would entail extensive use of spot announcements on commercial television, as well as educational television. Concurrently, running with these television commercials for adult education, would be radio spot announcements.

Estimated Cost: This activity would require $15,000 in new funds.

PRIMARY
ACTIVITY C: The Office of Adult Education will intensify current practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $137,600 in new funds.

FIFTH YEAR ACTIVITIES

Objective for 1975-1976:	To increase the number of Adult Education enrollees from 74,500 to 80,000 by the completion of the 1975-1976 school year.

Sub-Objective No. 1:	To increase basic enrollment from 26,500 to 28,000 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will open 12 summer adult education programs.

Estimated Cost: 12 x 64 hours x 2 teachers x $5 = $10,000 in new funds.

PRIMARY
ACTIVITY B: The Office of Adult Education will provide homebound adult education instruction in every program of the state where requested and justified.

Estimated Cost: This activity will require $150,000 in new funds.

PRIMARY
ACTIVITY C: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $14,000 in new funds.

Sub-Objective No. 2:	To increase high school enrollment from 48,000 to 52,000 by the completion of the 1975-1976 school year.

PRIMARY
ACTIVITY A: The Office of Adult Education will provide transportation for all adult education programs in the state which have requested same and have justified the need.

Estimated Cost: This activity will require $25,000 in new funds.

PRIMARY ACTIVITY B: The Office of Adult Education will make teacher aides available for every adult basic program in the state which requests and justifies the need.

Estimated Cost: This activity will require $50,000 in new funds.

PRIMARY ACTIVITY C: The Office of Adult Education will intensify current recruiting practices, expand current programs, open new centers and diversify the curriculum offerings in order to provide growth in enrollment not heretofore enumerated.

Estimated Cost: This activity will require $229,000 in new funds.

PART II EVALUATION

Essential to the concept of long-range planning and management by objectives is the process of evaluating the results of the expenditures of effort and money. The purpose of evaluation is twofold -- the collected data will indicate the extent to which objectives have been met and will provide a more rational basis for determining what should be done in future planning for meeting critical needs.

The evaluation strategy for this document will generate data relevant to both the product (extent to which the objective was met) and process (how the objective was met).

Product evaluation will be carried out by identifying the methodology, including, where appropriate, identification of specific testing instruments to be used in measuring the extent to which each objective and sub-objective is met. The methodology statement will include a specific time schedule to be followed through each evaluation process.

Evaluation models will be used to measure the effectiveness of selected activities included in the five-year plans. These models, which initiate a system of process evaluation, will be based on specific activities that appear in some of the five-year plans.

A strategy for generating evaluation data relating to the appropriateness and effectiveness of the operational procedures and activities of this document will be developed and will constitute a second phase of the total evaluation strategy. The data generated will be used in revising and refining the administrative procedures and activities of this document.

OBSERVATIONS AND RECOMMENDATIONS

The Document from which enrollment data in the various Adult Education programs is obtained is the Adult Education Form AE-1. As is true with other programs, there exist two basic areas in which data reported in this instrument can be inaccurate. The first of these is that characteristics described as essential to various Adult Education programs may not be found in the installations of the program. Secondly, data on the numbers of students enrolled can be inaccurate independent of the character of the program. At this time, data obtained through this form is not adequately verified.

STATUS (BASE LINE INFORMATION)

1. Data on enrollment in various Adult Education programs are reported monthly through Form AE-1.
2. Enrollment data used to ascertain the status measures will be collected from the ninth monthly submission of AE-1. This report will be available from the Adult Education Office on June 15, 1972.
3. A compilation of enrollment data by program will be performed from Form AE-1 by June 30, 1972.

CRITERIA

A statewide summation of total enrollments in each Adult Education program, as reported in specific categories on Adult Education Form AE-1, will provide status information. This determination will be made on or before June 30, 1972. The Adult Education Form AE-1 will be modified to provide an unduplicated enumeration of the attendance in specific programs for defined periods of enrollment.

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DISCREPANCY (DIFFERENCE BETWEEN OBJECTIVE AND NEW STATUS)

Discrepancy data on the differences between the new status (actual obtained enrollments) and the criteria (desired enrollments) will be presented in the following form for each objective.

RESTATEMENT OF OBJECTIVES

Sub-objective No. 1: To increase enrollment in Basic Adult Education from 14,000 to 20,000 by the completion of the 1971-1972 Adult Education school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
14,000	20,000	_____	_____

Sub-objective No. 2: To increase the number of students enrolled in Adult Education High School Completion programs from 26,000 to 35,000 by the end of the 1971-1972 Adult Education school year.

1970-71 Data Base Enrollment (Old Status)	1971-72 Enrollment Objective (Criteria)	1971-72 Level of Achievement (New Status)	Discrepancy (Criteria-New Status)
26,000	35,000	_____	_____